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AN OBSERVATIONAL STUDY OF ANGER BEHAVIOR  
OF THE PRESCHOOL CHILD

by

Marveign Cloud Cockfield

A thesis submitted to  
the Faculty of  
The Consolidated University of North Carolina  
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3966

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Approved by

Bess. N. Rosa  
Adviser

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Joseph Razicka

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Baltimore, Md. - Gloucester, N. C.

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

The purpose of the present investigation was to study the behavior of the preschool child in anger, the situations in which anger appeared, the nature of the anger reactions, and the methods of control used.

#### Methods of Procedure and Sources of Data

In an attempt to throw some light upon the frequency, duration, and cause of anger outbursts among preschool-age children and methods of handling them in the home and in the nursery school, an investigation was undertaken at the Woman's College of the University of North Carolina.

The procedure involved the devising of forms for recording background data and observations of anger behavior; the recording of observations of anger behavior and methods of control used with sixteen children by their parents; the observation by this recorder of the home atmosphere through home visits; and observation by this recorder and the nursery school teacher of anger behavior of the twelve nursery school children in the university school group during the period of study.

Subjects of the investigation were the twelve children enrolled in the Woman's College of the University of North Carolina Nursery School in Greensboro, North Carolina; and four pre-nursery-school-age siblings of nursery school children, making a total of sixteen children included

in the study.

The investigation was begun on March 19, 1947 when a special meeting of the nursery school teacher and the parents was called to acquaint the group with the nature of the investigation and to secure their cooperation in carrying out the study of the behavior of the preschool child in anger. A four-day trial period was initiated at this meeting to test the usability of the record forms which had been devised by the writer for recording daily expressions of anger behavior, methods of control used; and for recording background data pertaining to the general history of the family and community. Each recorder was provided a set of typed instructions for keeping the daily record of anger behavior (See Appendix A-1). A sheet listing the various methods of control was drawn up by the writer and mimeographed on the back of each daily form (See Appendix A-2) by number so that when the method used coincided with the one listed on the back of the sheet, the number might be used in place of the written description. The devised form for recording daily observations of anger behavior was used by both the parents and the nursery school teacher.

The initial sheets were used in the final study with few changes. The thirty-day period of observation was begun on April 1, 1947 with thirteen case studies in progress. On April 10 the fourteenth case study entered into the investigation. On April 17 the fifteenth case study was begun. The sixteenth case study entered the trial period only, as illness prevented the child's attending nursery school, and taxed the time of the parents to the extent that they found it impossible to keep the daily records of anger behavior during the period of final study. No observations were recorded after May 4, 1947. Individual conferences

were held and home visits made by the writer to estimate the reliability of these records.

A brief history (See Appendix A-3) of the child, family and community set-up (including data on age, health, food habits, number of family members and siblings, playmates, etc.) was secured at the first individual conference with the parent after the four-day trial period of study was begun in March. Bridges' Social and Emotional Development Scale (See Appendix A-4) for the two to five year-old child<sup>1</sup> was checked by the parents at this time, and also by the nursery school teacher in an attempt to establish a better understanding of each child's temperament and present stage of social and emotional development.

While observations were being made by the nursery school teacher and the parents on the behavior of the sixteen children involved in the study of anger behavior, the writer administered the following intelligence tests to each of the children included in the study in an attempt to determine the intelligence quotient rating: the 1937 Revised Form of the Stanford-Binet Intelligence Test,<sup>2</sup> and the Detroit Kindergarten Test.<sup>3</sup> Visits were made in the homes of the families included in the

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1. Bridges, K. K. B. Social and Emotional Development of the Preschool Child. London; Kegan Paul, Trench, Trubner and Co., Ltd., 1931. pp. 96-97.

2. Terman, L. M. and Merrill, M. A. Measuring Intelligence. New York; Houghton-Mifflin Co., 1937. pp. 75-132.

3. Baker, H. J. and Kaufmann, H. J. Detroit Kindergarten Test. New York; World Book Co., 1921.



study during the period from April 1 to May 4 by the writer in an attempt to gain a better understanding of the home situation; observations were made by the writer in the Woman's College Nursery School in an attempt to become better acquainted with the children included in the investigation.

From the data secured during the entire period of study from March 19 to May 4, 1947 (including the trial period), worksheets, data sheets, preliminary graphs and tables were prepared. The individual worksheet for each subject (See Appendix C for sample worksheet), drawn from the daily record of anger behavior as recorded by the parents and nursery school teacher, was essential to the study. From these work sheets was taken essential information used in the analysis of anger behavior. The preliminary organization of data is not included herein as it was merely transitory in usefulness. The final results presented in subsequent chapters contain the identical data in more useful form.

A list of the record forms and tests used in carrying out the investigation of anger behavior of the preschool child follows:

1. Instructions for Keeping Daily Record of Anger Behavior.
2. Daily Record of Anger Behavior.
3. A list of Methods used for the Control of Anger.
4. General History Blank.
5. Social and Emotional Development of the Preschool Child.  
Anger and Annoyance Rating Scale (2 to 5 years).
6. Stanford-Binet Intelligence Test, 1937 Revised Form L.
7. Detroit Kindergarten Test.

Sample sheets of all record forms used in the study may be found in the Appendix A. The two intelligence tests used are standard forms, and hence are not included in the Appendix.

## CHAPTER II

### REVIEW OF THE LITERATURE

Numerous studies have been examined on the subject of anger behavior which provided the writer with a general background of knowledge. Since the present study is concerned only with anger behavior of the preschool child from two to five years of age, investigations carried out on the adult level, on the level of the school-age child, and on the level of the infant from birth to two years of age, are not cited in this review of the literature.

Psychologists agree that anger, the most frequently expressed type of aggressive behavior, grows through fairly definite patterns. Like other emotional reactions, anger shows development toward maturity first, in a change in the type of stimulation that provokes it; and second, by a progressive change in the manner of reacting or of behaving when roused. The tiny infant is aroused by physical restriction or thwarting; the genuinely mature person only by such socialized stimuli as injustice to himself or to another. The infant reacts by screaming and striking out with his arms and legs; the mature adult by controlled action which gets at the cause of the trouble and corrects it.

In the period from two to five years, emotional difficulties occur so frequently that they may be looked upon as normal to this phase of early childhood.

"Anger should be trained to such a degree that it functions only when its functioning is socially desirable. Lack of normal

aggressive reactions, however, with their accompanying anger states, results in social maladjustments."<sup>1</sup>

Bridges<sup>2</sup> has listed two general types of situations which may arouse anger in the young child: one is interference with the satisfaction of strong desires; the other is the requirement to do something disliked or opposed to certain likes or desires. The intensity of the anger outburst may be determined by past experience; that is by the degree of satisfaction such outbursts have brought in the form of attention, general disturbance, command over adults, gratification of wishes, treats, or bribes.<sup>3</sup> It is further determined by the physical condition of the child; fatigue, ill health, lack of sleep, and previous over excitement.<sup>4</sup> Bad temper may also be the outcome of lack of play facilities, lack of opportunity for muscular activity, and lack of opportunity for the legitimate expression of instinctive desires.<sup>5</sup>

<sup>6</sup> Dollard, Doob, Miller and others have listed among numerous frustrations leading to anger in young children, the feeling of incompetency to

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1. Arlitt, Ada. Psychology in Infancy and Early Childhood. New York; McGraw-Hill Book Co., Inc., 1930. p. 159.

2. Bridges, Katharine. Social and Emotional Development of the Preschool Child. London; Kegan Paul, Trench, Trubner and Co., Ltd., 1931. p. 133.

3. Caille, Ruth. "Resistant Behavior of Preschool Children." Child Development Monograph Series, No. 11. New York; Columbia University Press, 1933. p. 17-20.

4. Ricketts, Agnes. "A Study of the Behavior of the Young Child in Anger." University of Iowa Studies in Child Welfare, Volume 9, No. 3, 1934. p. 161-163.

5. Meek, Lois. "Interferences and Resistances." Your Child's Development and Guidance. New York; J. B. Lippincott Co., 1940. p. 111.

6. Dollard, John and others. Frustration and Aggression. New Haven; Yale University Press, 1939. p. 37.

accomplish the task at hand. Bridges<sup>7</sup> found that displays of anger declined after the child was given an opportunity to achieve more skill in the performance of a difficult task. Anger outbursts appeared to be positively related to inconsistency in methods of discipline.

Ricketts<sup>8</sup> found that factors in the external environment which caused anger behavior were related to the number of adult members in the household, the number of older brothers and sisters in the family group, to the presence of adult of child visitors; and to the disposition on the part of the adults to be critical and overanxious. Jersild<sup>9</sup> feels that an important factor in the prevention of anger consists in the avoidance of needless provocation, such as: nagging, constant irritation in the form of unnecessary interference by adults, undue difficulties in competition for affection and recognition, imposition of tasks or standards which are quite beyond the child's ability but from which there is no escape.

The most systematic evidence concerning anger in young children is provided in a study by Goodenough<sup>10</sup> in which parents cooperated in observing and recording anger episodes of forty-five children from seven months to seven years ten months of age. She describes changes with advancing age in the nature of the immediate provocations leading to anger. Goodenough found in this study, that at two years of age a

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7. Bridges. op. cit., p. 137.

8. Ricketts. op. cit., p. 160.

9. Jersild, Arthur. "Anger." Child Psychology. Revised edition. New York; Prentice-Hall, Inc., 1946. p. 283.

10. Goodenough, Florence. Anger in Young Children. Minneapolis; The University of Minnesota Press, 1931. pp. 124-173.

large percentage of anger outbursts arose in connection with the establishment of routine physical habits. Second in frequency were conflicts with authority over matters not directly concerned with habit training. The third important source of difficulty arose in problems of social relationship. The three outstanding provocations to anger on the two to three-year-level were conflicts with authority, difficulties connected with establishment of routine physical habits, and social difficulties with playmates. On the three and four-year-level, social difficulties and disagreements with playmates reached the maximum, and conflicts with authority accounted for about one third of the outbursts noted. From four years of age and above, difficulties with social relationships continued to represent the most frequent sources of provocation. As age increased, anger situations occurred frequently in connection with thwarting of plans, interests, and anticipated satisfactions; as distinguished from direct physical interference. Bridges<sup>11</sup> states that resistance to direct thwarting begins at six months of age, reaching a peak at twenty-four to thirty-five months and decreasing with age thereafter.

Writers agree that it is to be expected that a two-year-old child will become angry when he is deprived of a concrete object he wants to possess; it is to be expected that he will tug, strike and scream his resentment if he meets resistance in his attempt to obtain the coveted object. Most three-year-old children have learned that kicking, striking, and throwing objects is behavior not to be tolerated

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11. Bridges. op. cit., pp. 124-125.



in good society; so, being in fair possession of language fluency by the age of three, they develop the technique of throwing words. Four-year-old children are still more restrained in their behavior. They explain what they want, or merely hold on to the disputed toys. Finally, the most developed children in the preschool group have learned to share toys, to comply with requests, to return to play activity, or merely laugh when other children tease them.

12

Jersild feels that the child who is overindulged and never rebuked may come to feel just as insecure as a child whose elders are unduly strict. Goodenough found that the method of yielding the issue by giving the child his own way was applied during her study of anger behavior much more frequently to the children who had frequent outbursts than to those who had few. She reported the effectiveness of various methods used for the control of anger. This report included the following conclusions: As age advances, the use of physical force, coaxing, diverting the child's attention, and ignoring the outburst tends to decrease in frequency; and the use of scolding, threatening, and isolation increases. Compromise is more effective with age. The methods of coaxing, soothing, reasoning, and scolding usually have to be reinforced by some other method. Usually effective were bribery, granting the child's desire, removing the source of trouble, diverting the child's attention, and isolation.

13

It was generally concluded in these studies that the main objectives in effective control of anger behavior of the preschool child

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12. Jersild. op. cit., pp. 292-293.

13. Goodenough. op. cit., pp. 245-248.

from two to five years of age were first, to look for the cause of the trouble; and second, either to remove the cause, or to help the child find means of coping with the situation which would be acceptable to him and to society. Writers agreed on the two general types of situations which arouse anger in the young child; the interference with the satisfactions of strong desires; and the requirement to do something disliked or opposed to certain likes or dislikes. Other conditions leading to increased irascibility included fatigue, ill health, lack of sleep, over-excitement, presence of visitors in the home, unnecessary interference of play activities by adults, lack of play facilities, lack of opportunity for muscular activity, and the feeling of incompetency to accomplish the task at hand.

Methods of control usually found to be effective in controlling anger behavior of the child, two to five years of age, were removing the source of trouble, diverting the child's attention, and granting the child's desire.

14

Bernard concludes that development consists in the replacing of emotional and general aggressive responses by more and more specific and socially acceptable adjustments to the interfering situation. She feels that this adjustment is brought about for children through the development of varied interests and skills, and with practice in the exercise of resourcefulness.

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14. Bernard, Viola. "Detection and Management of Emotional Disorders in Children." Mental Hygiene. Volume 26, 1942. pp. 381-382.

### CHAPTER III

#### ANALYSIS OF THE GENERAL HISTORY BLANKS

Before beginning the study, the parents were asked in a personal interview to fill in the General History Blank (See Appendix A-4) calling for information about the child's birthdate, birthplace; the parents' age, education, birthplace, and occupation; the names and ages of other children in the family, their dominance role in regard to this child; the names and ages of the child's playmates, their dominance role in regard to this child; other members of the family, their attitude toward this child; and a brief history of the child's physical condition; food, play, and rest habits; and temperament.

The parents cooperating in the study were from twenty-nine to forty-eight years of age, and with one exception were born in the United States. One family had come to America from Germany five years ago. All of the children were born in Greensboro, North Carolina except one who was born in New Philadelphia, Ohio.

One of the mothers holds a position on the faculty at Woman's College; eleven are housewives. One of the fathers is deceased. Of the fathers who are living, four are engaged in professional work, and seven in semi-professional and managerial capacity.

The educational background of the parents was exceptionally high as may be seen in Table I.

<p>TABLE I</p> <p>EDUCATIONAL BACKGROUND OF PARENTS</p> <p>(HIGHEST GRADE REACHED IN SCHOOL OR COLLEGE)</p>		
Education	Father	Mother
College graduate work		
3 years or more . . . . .	3	1
2 years . . . . .	1	0
1 year . . . . .	2	2
College work		
4 years . . . . .	2	4
3 years . . . . .	1	0
2 years . . . . .	1	1
1 year . . . . .	1	3
High School		
4 years . . . . .	1	1
Total Number of Cases . . . . .	12	12

Whatever trends in behavior were observed therefore are restricted to children reared in homes of superior culture by parents whose interest in child development and training is sufficiently great to render them willing to devote time and thought to the carrying out of an investigation of this kind.

Subjects chosen for observation were the twelve children in the Nursery School Demonstration Center in the Department of Home Economics at the Woman's College of the University of North Carolina. Since it

was impossible for the recorder to observe each child throughout the entire day, the cooperation of the nursery school teacher and the parent was obtained. Four of the parents offered to keep two sets of observations; one on the nursery school child, and one on a younger child in the family, making a total of sixteen children included in the study of anger behavior. Seven girls and nine boys from two to four and one half years of age were observed over a period of one month except in four cases where parents found it impossible to keep a complete record.

There were seven two-children families, one family with three children, two families with four children, and two families with only one child included in the study. Sibling ages ranged from two months to eighteen years. No pronounced domination was reported in sibling relationships; the child under observation was either dominated slightly by his brothers and sisters or a fifty-fifty relationship was cited.

The same even relationship was noted in the dominance-submission role observed with playmates. Eleven of the children had three or four playmates of their own age in the immediate neighborhood. One child was in the process of forming new friendships in the community into which she had recently moved. The three youngest children in the study played alone or with their brothers and sisters. One child had no playmates in the neighborhood where she lived and was entirely dependent upon the nursery school for her experiences in group living. In one case where the child under consideration had formed an attachment for a playmate several years older than himself, a definite domination was shown by the older child over the younger.

Only four of the families employed help in the home, and this was part-time help. Only one showed the presence of a relative in the home in addition to the immediate family. All were reported to work well with the children when they were under their supervision.

Some applications of this information may be noted in the following chapters on the analysis of anger behavior.



## CHAPTER IV

### SOCIAL AND EMOTIONAL DEVELOPMENT AS SHOWN ON THE ANGER AND ANNOYANCE RATING SCALE<sup>4</sup>

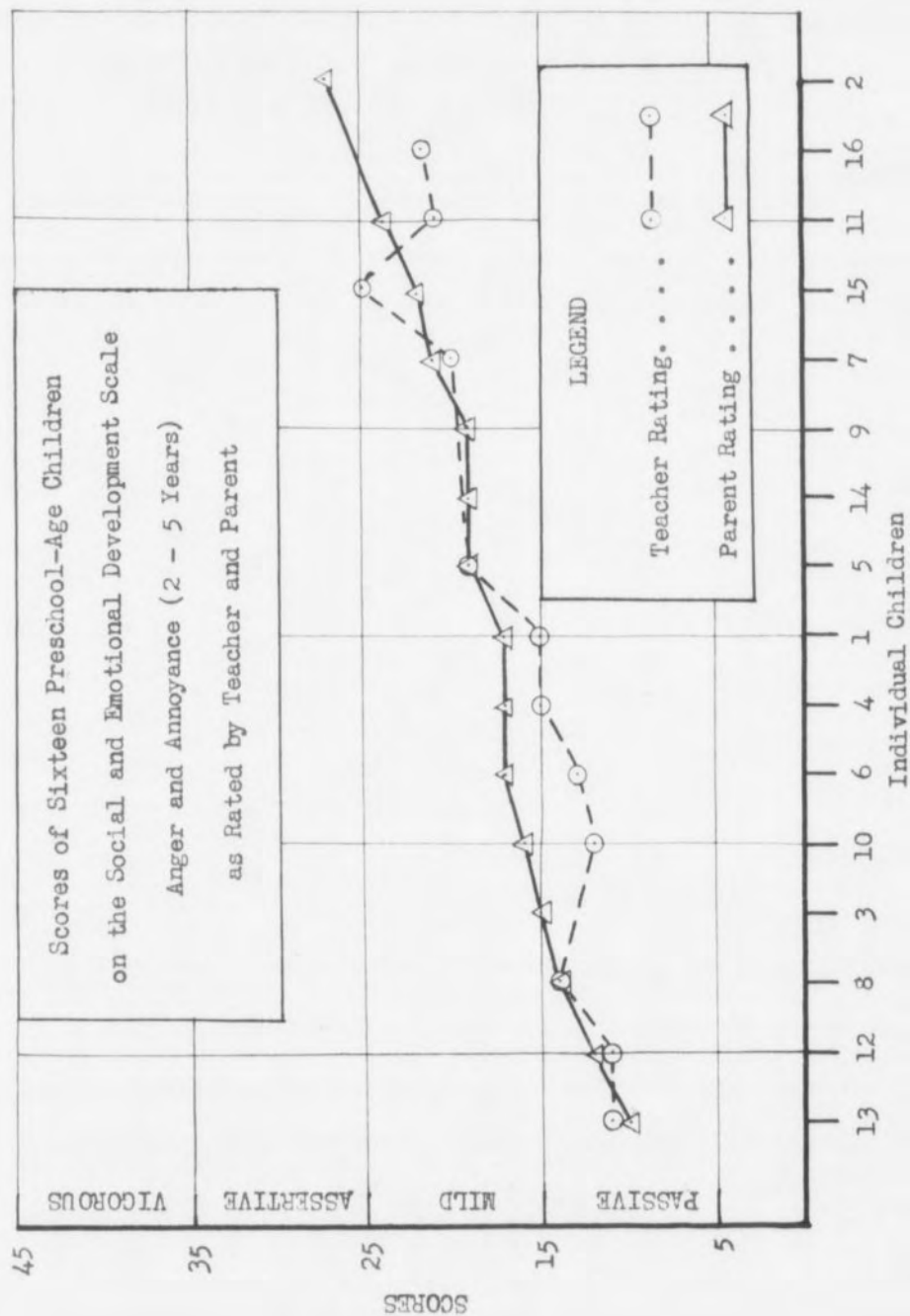
In determining scores on the Social and Emotional Development of the Preschool Child (See Appendix A-5), Anger and Annoyance Scale (two to five years), the recorder gave a value of one to each of the forty-five questions; and classified the group as "Passive, Mild, Assertive, or Vigorous" to denote the varying degrees of temperament shown by the children on this scale.

The sixteen children were given ratings by both the nursery school teacher and the parent, with the exception of the four pre-nursery-school-age children who were rated only by the parent.

It is interesting to note that though both sets of scores increase from left to right on Graph Number I showing good correlation, the rating given to the child by the parent is usually higher than that given by the teacher. This consistently higher rating by the parent would seem to indicate that group social pressure and impersonal teacher-attitude in the nursery school may discourage the vigorous social and emotional displays of anger and annoyance which are more apparent in the home situation. A factor too in this higher rating would be the greater number of hours the child spends in his home, from three to four times as long as he spends in the nursery school.

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4. Bridges, loc. cit.



Note: Case Study Numbers  
2,3,9,.4 pre-nursery  
school age.

Graph Number 1

TABLE 2  
 SCORES OF SIXTEEN PRESCHOOL-AGE CHILDREN ON THE SOCIAL AND  
 EMOTIONAL DEVELOPMENT SCALE, ANGER AND ANNOYANCE  
 (TWO TO FIVE YEARS), AS RATED BY TEACHER  
 AND PARENT

Case Study Number	Teacher-Rating	Parent-Rating
1	15	17
2	*	27
3	*	15
4	15	17
5	19	19
6	13	17
7	20	21
8	14	14
9	*	19
10	12	16
11	21	24
12	11	12
13	11	10
14	*	19
15	25	22
16	22	x

\* Pre-nursery-school-age children.  
 x Incomplete Report.

The greatest value derived from the use of the rating scale was not in the score obtained for each child included in the study, but rather in bringing to the parents, teacher, and this recorder a better understanding of the child. Each child is an individual. Katharine Bridges' Social and Emotional Development Scale is an aid in discovering his individuality.

The general mild temperament indicated on this scale of the group of children included in the study is consistent with the 50-50

Dominance-Submission role shown by the same children in the relations to their brothers and sisters and playmates as cited by the parents on the General History Blanks. It is also consistent with the seemingly small number of anger reactions shown during the period of study. One parent expressed concern when she turned in only three daily record forms for one of her children and none for the younger child but explained the small number by saying: "They have been well. The weather has been pretty and they could play outside. They just don't get mad when they are healthy and happy." Another parent remarked: "I feel like we've let you down, but there was just nothing to report." The nursery school teacher had few incidents to report. "If the study had been started at the first of the school year, the results might have been different. Now that the children are adjusted to the routine and procedure in the nursery school and to each other, there is little conflict that can be observed."

It is difficult to evaluate data of this kind. One wonders in a study where so many observers are recording information, about the accuracy with which reports were filled in; about the consistency and continuity of the observations; about the variation in understanding exactly what constitutes a reaction of anger or annoyance.

The ideal way to conduct this study would of course have been for the writer to live in each home for the period of study and make first hand observations. Obviously this method could not be used due to the time, expense, and inconvenience involved. The home visits made by the writer, however, were of great value in obtaining an understanding of each child in his home situation. In general, the reports seem to be reliable.

The conclusion obtained, therefore, from the information at hand, is that the group of children under consideration are of a generally mild temperament (or their environment is conducive to mild behavior), and show steady progression toward optimum social and emotional development.

## CHAPTER V

### MENTAL CAPACITY AS DETERMINED BY THE ADMINISTRATION OF TWO INTELLIGENCE TESTS

Sixteen children involved in the study were given two different tests in an effort to determine the intelligence quotient rating.

The 1937 Revised Form L of the Stanford-Binet Scale<sup>5</sup> was administered by the writer to eleven of the children who had not been tested. Four of the children had been given the Binet test by members of the senior class in Mental Measurements in the Department of Psychology at Woman's College. These four tests are subject to error as the examiners were in the process of developing techniques in administering mental tests. Several attempts were made to establish rapport with Case Study Number 1, but she was adamant. It was felt that the child should not be forced so the Binet Scale was not given.

The Detroit Kindergarten Test<sup>6</sup> was given to fourteen of the children by this recorder. Case Study Number 3 was under the age limit imposed by the Detroit Scale and therefore not included in the group tested; Case Study Number 15 had been given the Binet Scale previously, but it was not possible to administer the Detroit Test as she was absent from nursery school during the entire period that this study was in progress.

Each child was assigned a Case Study Number according to ascending Binet Test Scores on Graph Number 2. An individual's score on the

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5. Terman and Merrill, op. cit.

6. Baker and Kaufman, op. cit.

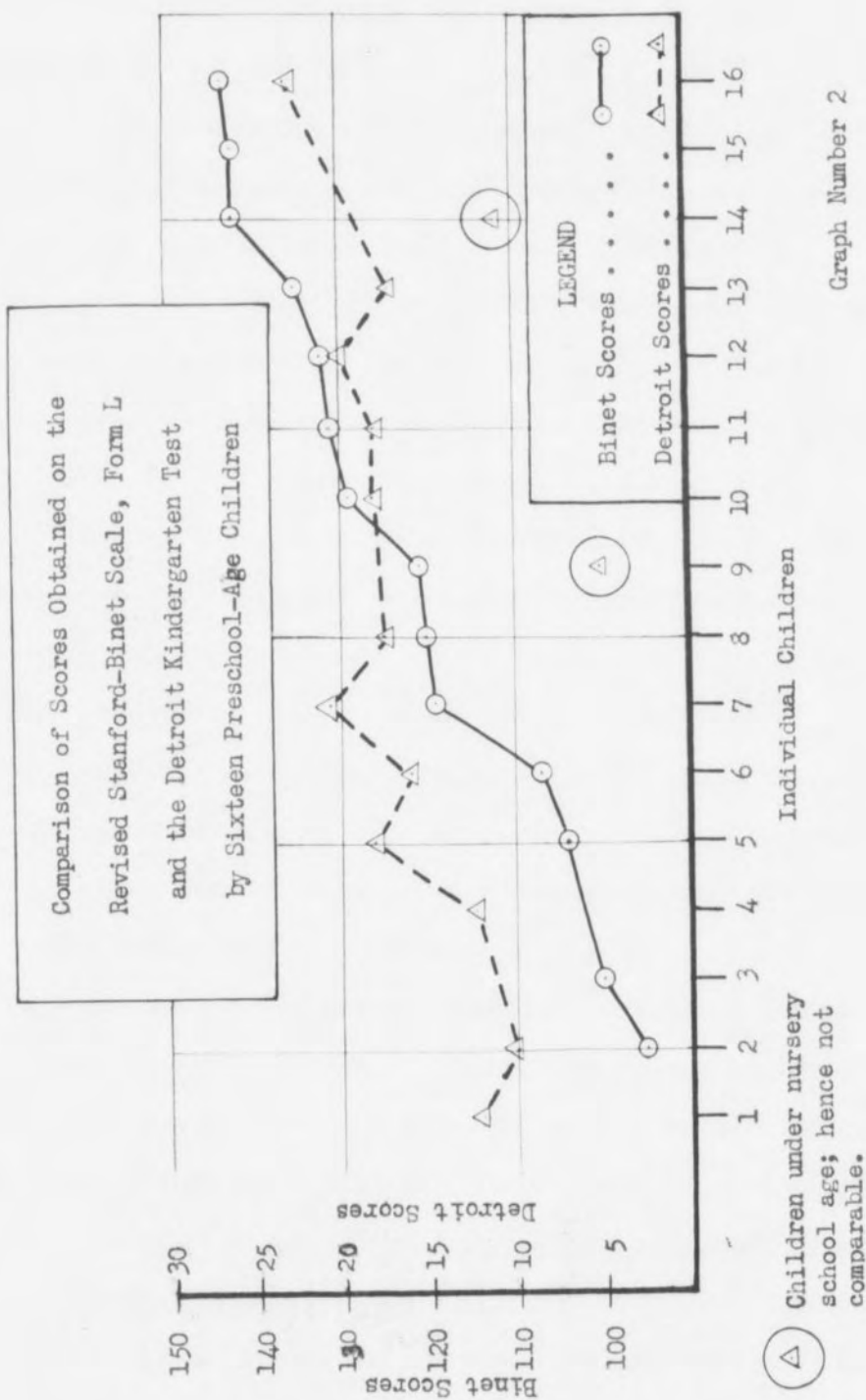


TABLE 3  
 Scores Obtained on the Revised Stanford-Binet Scale, Form L  
 And the Detroit Kindergarten Test  
 By Sixteen Preschool-Age Children  
 Shown with Normal Scores for Child's Age for Each Test

Case Study Number	Age (Yr. - Mo.)	Binet Test Scores	Normal Binet Scores	Detroit Test Scores	Normal Detroit Scores
1	3 - 6	x	..... Constant with chronological age changes, 90 to 110.....	12	5
2	3 - 2	95		10	2
3	2 - 0	100		*	
4	4 - 4	102		12	10
5	4 - 4	104		18	10
6	3 - 10	107		16	7
7	4 - 10	119		21	14
8	5 - 0	120		17	2
9	2 - 10	121		5	2
10	4 - 1	129		18	8
11	4 - 4	131		18	10
12	4 - 2	132		20	9
13	4 - 1	135		17	8
14	3 - 0	142		11	2
15	4 - 6	142		x	
16	4 - 8	143		23	13

x Test not administered.

\* Under age limit.



Graph Number 2

Binet Test has been found to remain relatively constant throughout his lifetime;<sup>7</sup> that is, the score on a Binet Test shows little change with increasing chronological age changes. The Detroit Test is dependent upon the age of the subject in establishing a normal test score. For instance, the two children not included in the general curve of Detroit scores on Graph Number 2 ---- those listed under ----- are two years, ten months; and three years of age respectively. The normal score for a three-year-old child on the Detroit Kindergarten Scale is stated as 2; Case Study Number 9 made a score of 5 which is 3 points higher than the normal score; Case Study Number 14 made a total score of 11 which is 9 points higher than the normal score listed for his age. However, in comparison with the four and five-year-old children in the nursery school, these scores ranged so low as to warrant omission from the general curve.

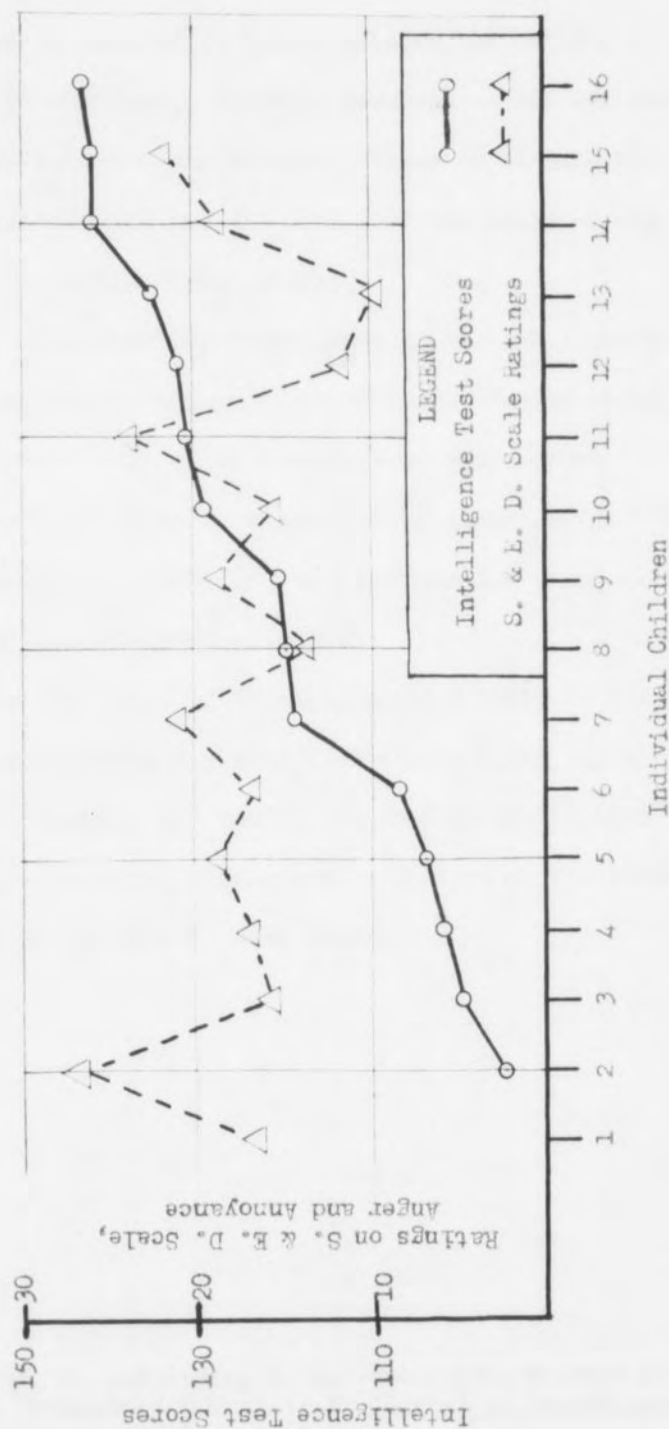
In general, the Detroit Test scores increase from left to right and thus show correlation with the increasing Binet Test scores. Taking into consideration the fact that the Detroit Test scores are dependent upon the age of the subject and the Binet Test scores are not, the similarity between the scores obtained is marked. Startling variation may be noted only in the cases of the two pre-nursery-school-age subjects. The general range of scores on both tests indicates above-normal to superior rating among the subjects included in this study.

An attempt was made to determine whether correlation existed between the scores obtained on the Stanford-Binet Intelligence Test and those obtained on the Social and Emotional Development Anger and

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7. Terman and Merrill, Ibid, p. 42.

Comparison of Scores on an Intelligence Test (Revised Stanford-Binet Scale, Form L)  
and Ratings (by Parents) on the  
Social and Emotional Development Scale, Anger and Annoyance (2 - 5 Years)  
by Sixteen Preschool-Age Children



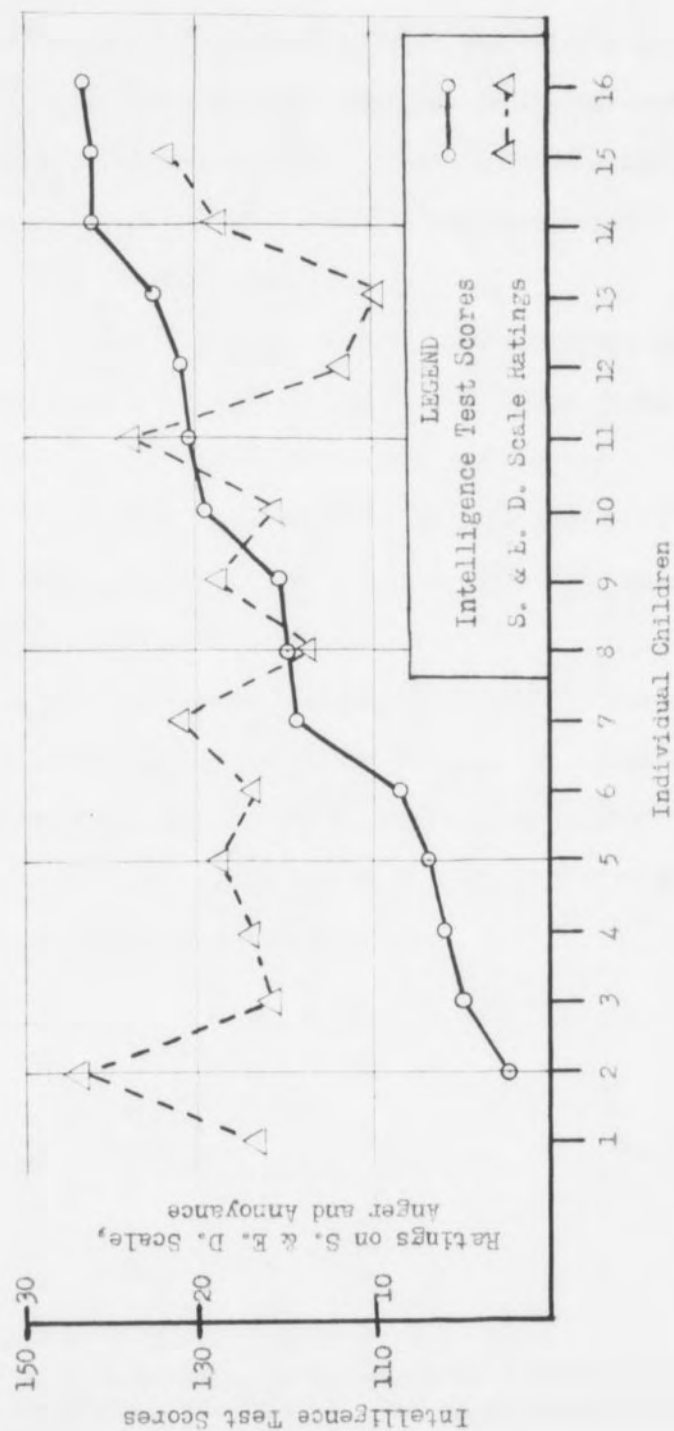
Graph Number 3

Comparison of Scores on an Intelligence Test (Revised Stanford-Binet Scale, Form L)

and Ratings (by Parents) on the

Social and Emotional Development Scale, Anger and Annoyance (2 - 5 Years)

by Sixteen Preschool-Age Children



Graph Number 3

Annoyance Rating Scale to try to determine whether intelligence had any bearing on the number or frequency of anger reactions. It was thought that there might be some relationship between the child's intelligence quotient and his temperament rating. However, as one can see on Graph Number 3, no correlation was evident. There is no relation between the intelligence quotient and the rating of the child on the Anger and Annoyance Scale as calculated here.

<sup>8</sup>  
Havighurst and Janke found in their study of the relations between ability and social status that children of higher family social status tended to do better in the eight intelligence tests given (including the Stanford-Binet Test) than children of lower social position. It was shown that children of the lowest social group were definitely lower in all the abilities measured.

In this study of the behavior of the preschool child in anger, it was found that the educational background of the families included in the study was above average. The writer observed in the routine visits, homes of superior culture. These may be factors in the superior rating of the children on the intelligence tests.

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8. Havighurst, R. J. and Janke, L. L. "Relations Between Ability and Social Status in a Midwestern Community." Journal of Educational Psychology, XXXV, (September, 1944) p. 368.



## CHAPTER VI

### COMPARISON OF THE NUMBER OF ANGER REACTIONS RECORDED PER CHILD WITH THE NUMBER OF DAYS OBSERVED, WEATHER INDICATION, AND THE DAY OF THE WEEK

From the analysis of the daily records of anger behavior as recorded by the parents and the nursery school teacher, Table 4 was developed showing the number of anger reactions recorded per child, the number of days each child was observed, and the percentage occurrence per day.

In only three cases (see Table 4) did the number of anger reactions recorded exceed the number of days observed. This may suggest that the children included in this study are of a general mild temperament as indicated in Chapter V on the Social and Emotional Development Rating Scale. It may suggest that the parents have failed to write down every incident pertinent to the study. It is understood that illness in the family, visitors in the home, care of younger children, and the daily routine of household management leaves little time for thoughtful reporting of each incident of anger and annoyance that may come up during the day. On the whole, excellent cooperation was obtained from the group of parents participating in the study in the care and interest taken in completing the record forms.

Table Number 5 shows the number of anger reactions occurring on each day of the study for the entire group, with the number of case studies in progress at that period, the weather indication, and the day of the week.

TABLE 4

Anger Reactions Recorded and Number of Days Reported  
on for Each Case Study Number

Col.1 Case Study Number	Col. 2 Number of Anger Reactions Recorded	Col.3 Number of Days Observed	Col. 4 Percentage Occurrence Per Day: $\frac{\text{Col. 2}}{\text{Col. 3}} \times 100$
1	10	10	100
2	18	25	72
3	7	30	23
4	4	30	13
5	32	30	103
6	10	39	25
7	6	36	17
8	7	34	21
9	0	34	0
10	21	39	54
11	25	34	73
12	12	16	75
13	20	29	62
14	24	37	65
15	5	3	167
16	15	8	184

TABLE 5

Daily Record of Anger Reactions Shown With Number of Case Studies in Progress, Weather Indication and Day of Week

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
Date and Day of Week	Number of Case Studies in Progress	Number of Anger Reactions	Percentage Occurrence of Anger Reactions: (Col. 3 Col. 2 x 100)	Weather Indication	Date and Day of Week	Number of Case Studies in Progress	Number of Anger Reactions	Percentage Occurrence of Anger Reactions: (Col. 3 Col. 2 x 100)	Weather Indication
Mar.					Apr.				
19 W	1	2	200	Rain	12 S	14	3	21	Rain
20 T	12	12	100	Fair	13 S	14	2	14	Cold
21 F	12	13	108	Fair	14 M	14	3	21	Fair
22 S	12	13	108	Fair	15 T	14	7	50	Fair
23 S	12	6	50	Fair	16 W	14	5	36	Fair
24 M		4		Cold	17 T	15	5	33	Cold
25 T		6		Cold	18 F	15	4	27	Cold
26 W		0		Snow	19 S	15	5	33	Fair
27 T		1		Snow	20 S	15	6	40	Fair
28 F		1		Fair	21 M	15	7	47	Fair
29 S		2		Fair	22 T	15	6	40	Fair
30 S		3		Fair	23 W	15	3	20	Fair
31 M		6		Fair	24 T	15	2	13	Fair
Apr.					25 F	15	4	27	Fair
1 T	13	14	107	Fair	26 S	15	4	27	Fair
2 W	13	6	46	Rain	27 S	6	3	50	Fair
3 T	13	3	23	Fair	28 M	6	4	67	Fair
4 F	13	4	31	Fair	29 T	6	4	67	Fair
5 S	13	8	62	Fair	30 W	6	4	67	Fair
6 S	13	6	46	Fair	May				
7 M	13	6	46	Fair	1 T	6	3	50	Fair
8 T	13	4	31	Fair	2 F	6	2	33	Fair
9 W	13	7	54	Fair	3 S	6	1	17	Fair
10 T	14	4	29	Rain	4 S	6	1	17	Fair
11 F	14	5	36	Rain					

NOTE: March 19 - 23 was Trial Period; April 1 - 9, Spring Vacation.

There were only four days during the entire period of the study when the children could not play outside at least during a part of the day. No increase in the number of anger reactions was noted on rainy days. One would have been led to expect different results. It has been said that a child is more irritable when he cannot engage in the more vigorous activity involved in outdoor play.<sup>9</sup> It is possible that the small number of rainy days, only five during the period of study, was not indicative of the child's general behavior. The recorder is well aware of the arbitrariness of the observational study where time is limited. There were five very cold days and two days of snow when several of the children were not allowed to go outside by their parents; but on the whole, the entire period was pleasant and the children were able to play outside. This may be one factor in what seemed to the writer the small number of anger reactions reported. Dr. Lois Hayden Meek<sup>10</sup> feels that children have more conflicts where space and play materials are limited. It will be noted in Chapter VIII, in agreement with this statement, that the number of anger reactions reported during play inside the nursery school and the home are greater than the number of reactions reported during the child's outside play periods.

According to the information obtained, fewer reactions occurred over the week end periods when the children were at home all day than occurred during the week when most of them were in nursery school from nine o'clock in the morning until three o'clock in the afternoon. Nursery school teachers have remarked that children come into the nursery

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9. Meek, L. H. Your Child's Development and Guidance. New York, J. B. Lippincott Co., 1940. p. 43.

10. Ibid., p. 116.

school on Monday morning in a more irritable humor after a strenuous week end at home. In view of such remarks made on the daily reports, as "Staying home from school seems to reduce the tension and lead to fewer outbursts of anger.", one wonders whether association with the group of children in the nursery school leads to increased fatigue, excitement, and frustration. This might present fertile ground for more careful observation.

It is also interesting to note that the number of anger reactions reported decreases as the study progresses. It may be that the recorders were fatigued with the daily reports. The parents and the nursery school teacher may have become more adept in averting anger reactions as they became more conscious of the anger and annoyance behavior patterns shown during the course of study. Perhaps it was felt that a duty was done when one anger reaction was recorded each day. That the children might have become conscious of the fact that they were under observation is apparent in the following statement: "Whenever Frank becomes angry, his father brings out the anger behavior sheet and tells him he is going to use all of the methods of control listed to see which one works. Frank begs him to try his favorite Number 8 (Praise) every time."

These thoughts come to mind when one analyzes Table 4 and sees only three cases where the number of anger reactions recorded exceeds the number of days the study was in progress; and when one notes on Table 5 that almost twice the number of anger reactions were recorded during the official three-day trial period (March 21-23) when the study was first begun as were recorded at any other time during the observational period. Individual observations differ in the time, thought, effort, and care

put into the daily record sheet.

The number of anger reactions reported during the period, April 1-9, during the spring holidays of the school, was greater than that reported for any subsequent nine day period. Reports handed in before April 1 were disregarded because March 19-23 was the trial period discussed above; and only random reports were received during the period March 24-31. The children were at home during the April 1-9 period. This makes the observation of relatively more anger reactions during this period in disagreement with the previous finding showing fewer anger reactions occurring over the week end periods than during the week when the children were in nursery school. It would take a more extensive tabulation and a longer period of time to draw a logical conclusion to these apparently conflicting observations.



## CHAPTER VII

### TIME OF DAY AND DURATION OF ANGER REACTIONS RECORDED DURING THE PERIOD OF STUDY

#### Time of Day

Graph Number 4 shows the distribution of anger reactions of the sixteen children throughout the day. The following information was taken from the original work sheets for the sixteen case studies: for each fifteen minute period during the day (i. e. 7:00-7:15, 7:15-7:30, etc.), for all days reported, there was recorded (1) each anger reaction which began in that period, regardless of duration; and (2) each anger reaction which began in a previous period and was still continuing in the period in question. All of the latter reactions were over fifteen minutes in duration. The Data Sheet in Appendix B shows this information together with the adjusted totals from which Graph Number 4 was plotted.

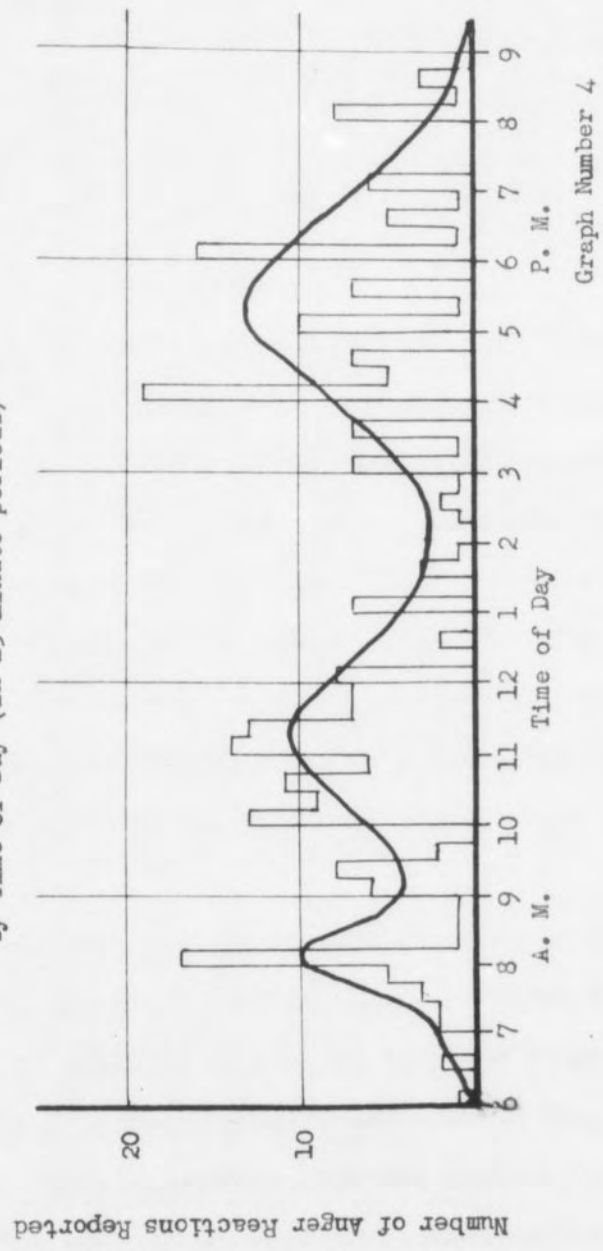
The heavy black line running across the face of the graph is an approximation of the general curve as indicated from the background data. It will be noted with interest that the times of day when anger reactions are most occurrent are those periods before breakfast, lunch, and dinner. This finding is in agreement with that of Florence L. Goodenough<sup>11</sup> in her study of Anger in Young Children. She found the greatest number of anger reactions occurring one half hour before mealtime.

The greatest number of anger reactions shown during this study occurred between four and six o'clock in the afternoons. It is entirely

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<sup>11</sup>. Goodenough, F. L. Anger in Young Children. Minneapolis; The University of Minnesota Press, 1931. p. 108.

Anger Reactions Reported for all Children for Entire Period of Study  
by Time of Day (in 15 minute periods)



possible that the child may be tired and sleepy as well as hungry during this period.

The writer feels that the hours between three o'clock and bedtime are most stimulating to the young child. Most of the children included in this study have a readjustment to make to their family and neighborhood friends after a day at the nursery school. Mother is busy with mealtime preparations; playmates are making demands upon the child's time and energy; daddy is expected to return home soon. Perhaps tension, then, is another factor in the child's increased irascibility between four and six o'clock in the afternoon.

During the morning period from seven to nine, Case Study Numbers 1, 2, and 5 account for the sharp rise in the number of outbursts by supplying most of the anger reactions recorded. It is gratifying to the recorder to find honest reactions recorded in the daily observations as: "Dale is usually upset in the mornings. So am I." It is often easy to diagnose the child's behavior in terms of adult reactions. "Joe doesn't get angry unless I do. I have so little patience with him." Adults match their stride to fit the child's shorter legs; but sometimes it is forgotten that words and expectations must be cut down to his small size too.

In analyzing the curve of anger reactions on Graph Number 4 which occurred during the period of study between ten o'clock in the morning and twelve noon, it should be pointed out that Case Study Numbers 10, 11, and 14 account for five long periods of annoyance lasting throughout the entire two hours. This necessarily loads the graph at these hours because the anger reactions were carried over into subsequent fifteen minute periods each time. However, it seems logical to conclude that a child

would be more easily upset when his body is in need of nourishment and rest.

The writer recognizes the need for more extensive investigations carried over a longer period of time with trained observers before it would be permissible to draw conclusions.

#### Distribution of Anger Reactions by Duration

Precise conclusions cannot be drawn on the duration of anger reactions due to the fact that the durations reported were really nominal and not measured. A stop watch was not used. Lack of precision in recording duration of the anger outburst was evidenced by the use of such remarks as "a little while," or "shortly" on the daily record blank.

Over one half of the anger reactions were reported as lasting for less than two minutes; ninety percent were reported as lasting for less than twenty minutes; only three percent of the anger reactions were reported as lasting for more than one hour. Table 6 shows both instantaneous and cumulative data in regard to duration of anger outbursts which will be of value in the analysis of Graph Number 5: A, B, and C.

Due to the wide range in durations of time (from one minute to two hours), a logarithmic time scale was used in preparing these graphs. It was felt that this scale would be of value because it expands the graph in the range of the shorter and more important durations of time.

A curve in Graph Number 5-A has a maximum at the one and two minute period. Forty percent of the total anger reactions were reported as being of one and two minutes duration. Sixteen percent were of one minute or less duration. Graph Number 5-B shows the same data as Graph Number 5-A except that it is cumulative from left to right, showing for any duration period the percentage of all anger reactions which are of

TABLE 6

Distribution of Anger Reactions by Duration: Instantaneous and Cumulative Data

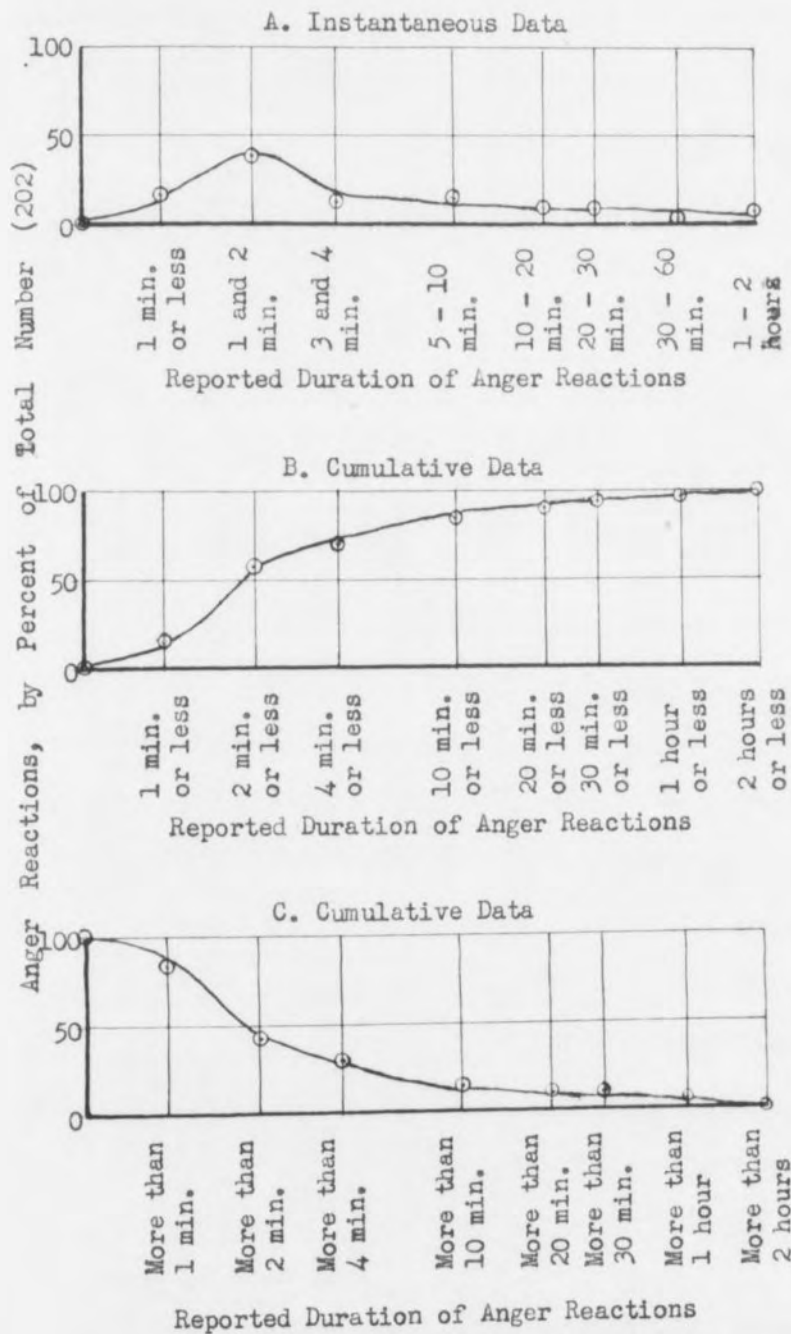
A. Instantaneous Data									
Duration	1 min. or less	1 and 2 min.	3 and 4 min.	5 - 10 min.	10 - 20 min.	20- 30 min.	30 min. - 1 hr.	1 - 2 hrs.	Total
Number of Anger Reactions	33	82	27	31	9	11	3	6	202
Percent of Total Anger Reactions	16.3	40.6	13.4	15.3	4.5	5.4	1.5	3.0	100.0

B. Cumulative Data								
Duration	1 min. or less	2 min. or less	4 min. or less	10 min. or less	20 min or less	30 min. or less	1 hr. or less	2 hrs. or less
Number of Anger Reactions	33	115	142	173	182	193	193	202
Percent of Total Anger Reactions	16.3	56.9	70.3	85.6	90.1	97.0	100.0	

C. Cumulative Data								
Duration	Total	more than 1 min.	more than 2 min.	more than 4 min.	more than 10 min.	more than 20 min.	more than 30 min.	more than 1 hour
Number of Anger Reactions	202	169	87	60	29	20	9	6
Percent of Total Anger Reactions	100.0	83.7	43.1	29.7	14.4	9.9	4.5	3.0

## Distribution of Anger Reactions by Duration

(See Table 6)



Graph Number 5



that same duration and less duration. Graph Number 5-C shows the same data as Graph Number 5-A except that it is cumulative from right to left. Thus it shows for any duration period the percentage of anger reactions which are of that same duration and longer durations. Table Number 6 summarizes both types of data.

This information indicates that the majority of the anger reactions reported during the study were of short duration. Case Study Numbers 5, 10, 11, and 14 account for all the anger reactions of more than thirty minutes duration.

Agnes Fairlie Ricketts found in her Study of the Behavior of  
 12  
Young Children in Anger that out of the 208 anger reactions reported from the homes, 32 outbursts were of less than one minute duration, 135 were between one and five minutes duration, and 51 were over five minutes duration. That is, 15.4% of the total 208 anger reactions reported in Rickett's study lasted for one minute or less as compared with 16.3% of the total 202 reactions reported in this study. 64.6% of the total reactions in Rickett's study lasted for more than one minute but for less than five minutes, as compared with 69.3% of the total reactions reported in this study of more than one minute but of less than ten minutes duration. 24.5% of the total anger reactions reported in Rickett's study were of more than five minutes duration; 29.7% of the total reactions reported in this study were of more than four minutes duration. The comparison between the two studies in duration of anger reactions is very close. Although the intervals of time were not set up in exactly the same periods in the two studies, they follow closely

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12. Ricketts, A. F. "A Study of the Behavior of Young Children in Anger," University of Iowa Studies, IX, No. 3, Iowa City; University of Iowa Press, (May 15, 1934). pp. 170-171.

enough to permit comparison.

Data on duration of anger were rough estimates as to time, except for prolonged anger in which the time could be noted. Neither the teacher nor the parent was asked to keep a stop watch trained on the child's reactions. Such vague terms as "shortly," "a little while," "not long," were used in reporting duration on the daily record of anger behavior. These terms were interpreted by the recorder wherever possible from the description of the anger reaction.

## CHAPTER VIII

### ACTIVITIES AND CIRCUMSTANCES WHICH PROVOKE ANGER REACTIONS

Table Number 7 lists activities and circumstances which provoked anger reactions among the sixteen children included in this study. The situations which the children were reported to find annoying are grouped under four main headings on Table 7: those activities which provoked anger reactions while the child was playing indoors; those which gave rise to anger while the child was playing outdoors; those activities involving routine procedures which provoked anger; and those incidental experiences which caused irritation.

From the data shown on Table 7, the greatest number of anger reactions occurred during the child's play activity in his home; and the most frequent cause of this anger while playing inside the home was the dispute over possession of toys. The next most frequent cause of irritation during play inside the home was interruption of the child's play activity. Anger occurred here most frequently when parents failed to give the child any warning about finishing what he was doing; but rather expected him to adjust immediately, with adult precision, to the new routine. The nursery school teacher avoided a number of tense situations when she moved about from group to group telling the children that it would soon be time to start a new activity, and that they must try to finish what they were doing in order to be ready when she called them together.

Annoyance among the children while they were playing inside the nursery school room occurred most frequently when there was a question



TABLE 7 (CONTINUED)

Activities	Total Anger Reactions Occurring During Each Activity																
	By Case Study Number																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
<b>B. In Nursery School</b>																	
1. Dispute over toys				1													7
2. Infringement upon child's property rights					1		1		1	2							5
3. Dispute over taking turns							1										1
TOTALS FOR PLAYING OUTSIDE	6	4	2	1	2	2	2		4	2	3	3	1		3		44
<b>III. ROUTINE PROCEDURES</b>																	
<b>A. Clothing</b>																	17
1. Required to wear something disliked	1			3													4
2. Not allowed to wear particular clothing desired									2		1						3
3. Difficulty with clothing fasteners							1					3					4
4. Child's being dressed interrupted	1	1									1						3
5. Called from play to get dressed					1				1	1							3
<b>B. Bathroom Procedure</b>																	8
1. Toileting					1												1
2. Taking bath	1												1				2
3. Called from play to take bath									3	1							4
4. Required to take shower instead of desired tub bath												1					1
<b>C. Eating</b>																	28
1. Called from play to meal					3					1	2		2				3
2. Required to eat disliked food					1						1		6		1		9
3. Reprimanded for eating behavior					1					3			2				6
4. Required to remain at table until meal completed											1				1		3
5. Parent refused child's request for particular food						1									1		2
<b>D. Sleeping</b>																	20
1. Called from play to nap											1		2			1	4
2. Called from play to go to bed											1			1		1	3
3. Child awakened early (not allowed to get up)					1						1						2
4. Child waked during night frightened						1										2	3
5. Required to remain quiet											3	2			2		7

TABLE 7 (CONCLUDED)

Activities	Total Anger Reactions Occurring During Each Activity By Case Study Number																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
6. Light not allowed on in bedroom as desired by child														1			1
TOTALS FOR ROUTINE PROCEDURES	3	1	2	1	1	1	1			9	12	4	7	17	2	3	73
IV. INCIDENTAL EXPERIENCES																	
A. In Town																	
1. Shopping														1			2
2. Required to visit doctor's office											1						1
																	24
B. At Home																	
1. Not allowed to accompany sib- ling to nursery school	3	1															4
2. Reprimanded for playing too roughly with baby brother												5					5
3. Frightened by horse which rode close by child							1					3					1
4. Punished for running away																	
5. Child frustrated at own ability to accomplish task								3							1		4
6. Death of pet. Adult reasoning difficult for child to compre- hend														1			1
7. Adult failed to keep promise made to child							2					1					3
8. Taking intelligence tests	1	1														1	3
C. In Transit																	
1. Riding in Car					1												4
2. Play interrupted to go in car with adult							1										1
3. Required to sit in front seat instead of back seat as desired by child					1												1
TOTALS FOR INCIDENTAL EXPERIENCES	1	4	3		2	2	3				8	1	2	1	1	2	30



of property rights at stake. Three of the children became impatient while waiting to "take turns" with the play equipment. Two children experienced a feeling of "being left out" of the group activities while playing inside the nursery school room, and displayed marked irritation at finding themselves in this isolated position. It was reported that only one child became involved in a dispute over the possession of toys in the nursery school room. When only one anger reaction is reported during play inside the nursery school room over the possession of toys, and we see data on Table Number 7 indicating that the majority of the anger reactions occurring during play inside the home were disputes over possession of toys, we find an interesting comparison in the type of irritating circumstances which seem to be most recurrent in the two situations. It seems logical to assume that group social pressure in the nursery school and group compliance with routine procedures would be factors in explaining the almost complete absence of disputes over possession of toys in school. Another factor would be the greater variety of toys available for the child's use in the nursery school play room than would be found normally in the individual homes.

Sibling rivalry seems to be a factor in the large number of disputes over the possession of toys in the home. Case Study Number 4 became angry when his mother brought home some new toys for the children. The two younger children were given the same kind of toy; Bill was given a different toy. That Bill's gift was the nicest of the three made not the slightest impression; he felt that his brother and sister were favored members of the family, and his anger flared up at what he thought was an injustice.

Sibling rivalry was an apparent factor in the large number of

anger reactions which occurred inside the home when the child was interrupted in some activity. Case Study Numbers 10 and 14 became angry upon four different occasions when their parent called one or the other of the two brothers to come to bed, or to take his bath, or to get dressed. Each sibling wanted the other to "go first" so that he would have that much more time for play.

The circumstances and activities which provoked anger reactions while the children were playing outside the home and the nursery school were reported to follow the same pattern as those which occurred during play inside the home and school. The greatest number of irritating circumstances in play outside the home occurred in the dispute over the possession of toys; and the greatest number of anger reactions in the nursery school play yard occurred in the dispute over property rights. The frequency of outbursts of anger during outside play both in the home and in the nursery school was less than half that shown during inside play in both situations. This finding is in agreement with the statement made in a previous chapter to the effect that children find fewer situations which cause irritation when they have adequate space in which to play, and when they can play outside in the fresh air at frequent periods during the day.

Almost as many anger reactions occurred during routine procedures carried out by the child as were reported during inside play activities. Eating difficulties accounted for over one-third of the anger reactions which occurred during the time the child was engaged in routine activities. The majority of these anger reactions occurred when the child was required to eat a disliked food, or when his play was interrupted for a meal. Sleeping difficulties accounted for the second

largest number of anger reactions during routine procedures, the most frequent cause of annoyance being the requirement by the adult that the child remain quiet in his bed. Dressing and undressing presented problems to the young child included in this study; difficulty with clothing fasteners, and being required to wear some article of clothing which he did not want to wear were the two most frequent causes of anger reactions pertaining to clothing. There were few reports of anger behavior occurring during the routine procedures of bathing and toileting. This suggests that the children included in this study have become adjusted to the routine involved in bathroom procedure and find few annoying situations in that familiar routine.

Incidental experiences, which were reported to provoke anger reactions among the children included in this study were difficult to evaluate due to the time element involved in the various activities. While only two outbursts of anger were reported to have occurred up town, there might have been many more reactions reported had the children been carried up town more frequently. This discrepancy in the time involved applies to all of the activities and circumstances which provoked anger reactions, but it is of special importance in the incidental experiences that rarely occur in the life of the child. The number of times during the period of study when the child was taken on an orgy of shopping, for instance, would determine the number of anger reactions recorded in this situation. Only one child was reported to have been taken to the doctor's office for examination. If all of the children included in the study had submitted to a physical examination in the doctor's office, the number of anger reactions reported in this situation might have been increased. Incidental experiences to which the child is rarely exposed

are of interest in a study of this kind, but do not show conclusive evidence of the average circumstances and activities which provoke anger behavior on the part of the young child.

Conditions leading to anger behavior on the part of the pre-school child reported by recorders and not listed on Table 7 are represented in the following statements:

"Any break in the usual routine in the household arouses anger in Peter."

"Ann was just recovering from chicken pox. It was close to bedtime. She was tired. I (mother) felt that her hard weeping was a release of nervous tension."

"Bill was tired from Easter excitement and playing with visitors next door; and eating too many Easter candies."

"Jimmie's conduct for several days seemed to be affected by the fact that we have an elderly house-guest whom he does not like very much. He resents her interest in the baby."

"Bob had an exciting day. He was at a children's party and did not rest properly in the afternoon."

"Joe had been playing outside all afternoon and was tired."

"Betty was excited about going to Sunday School for the first time."

"We had been playing with the baby and laughing at his antics. I (mother) believe Kate wanted to show off. She seemed rather nervous due probably to grandfather's arrival late the night before."

"Emily was tired and needed her nap."

"Joe was put to bed in a strange place. He seemed to be frightened."



It is logical to assume that a child will be more easily upset when his routine is broken; when his health is affected; when he is tired, hungry, or sleepy; when he has been overstimulated in activities, or by playmates or by visitors in the home; and when he is faced with a new and strange situation which he does not fully understand. For example, Joe did not understand being put to bed in a strange room; Kate did not understand why her new baby brother should receive attention which did not include her. The writer was impressed with the far greater number of emotionally upsetting experiences which have been reported from the homes than have been reported in the nursery school situation. It has been stated before that one reason for the fewer number of situations of anger and annoyance in the nursery school might lie in the fact that the study was made at the end of the school year when the children had become adjusted to school routine and procedure. Perhaps group social pressure and impersonal teacher-attitude are conducive to a more business-like atmosphere in the nursery school room where children feel secure in the impartial interest displayed by the nursery school teacher, and in her sense of fair play in the direction of the group. The writer feels that perhaps the home situation is fraught with more emotionally disturbing situations because the child requires more from his home and parents in the realm of love and affection than he does in the more impersonal atmosphere of the school room.

While the question of activities and circumstances which provoke anger reactions comes to mind in a study of anger behavior of the pre-school-age child, no conclusions can be drawn from the data collected in this study, because the period of time involved in the individual activities was not estimated on the daily report forms collected. The

writer cannot be sure that each anger reaction which occurred in each activity was recorded. The period of time during which observations were made was not of sufficient length to permit definite statements to be made of the kind and number of activities which provoke anger reactions.



## CHAPTER IX

### METHODS USED FOR THE CONTROL OF ANGER

Table Number 8 shows the preference ratings of twenty-seven methods of control used by parents during the entire period of observation. Information was taken from the original work sheets for the sixteen case studies regarding the number of times each recorder used each method listed for the control of anger. The percentage number of times each method of control was used during the period of study was found by dividing the total number of times any method of control was applied in a situation involving anger behavior, into the number of times the individual method of control was applied and multiplying by one hundred. The discrepancy between the total number of times a method of control was applied in an anger reaction (318), and the total number of anger reactions reported (202) is due to the fact that a combination of methods was frequently reported used in controlling one anger reaction. Method of control number 27, Understanding the child's viewpoint, was added by the writer after the study was completed. This method was the only one used by the recorders which was not listed on the form, List of Methods Used for the Control of Anger (See Appendix A-3).

Before the period of observation was begun, parents were asked to check the List of Methods Used for the Control of Anger according to the relative frequency with which they used each method prior to this study. Ten of the parents completed report forms. Table Number 9 summarizes the reports made before the period of observation was begun,

TABLE 8

Preference of Twelve Parents for Methods of Control of Anger  
as Indicated by Their Reported Use of These Methods of Control

During the Study

Col. 1		Col. 2	Col. 3	Col. 4
Methods of Control of Anger in Order of Preference		Number of Times This Method Used	Percent of Times This Method Used $\left( \frac{\text{Col. 2} \times 100}{*318} \right)$	Number of Parents Using This Method
1.	#2 Reasoning	97	30.5	12
2.	#6 Ignoring	38	12.0	7
3.	#24 Diversion of the Child's Attention	36	11.3	9
4.	#1 Scolding	19	6.0	6
5.	#3 Threatening Punishment	19	6.0	7
6.	#9 Soothing	19	6.0	6
7.	#16 Spanking or Slapping	16	5.0	5
8.	#25 Removal of Source of Trouble	15	4.7	8
9.	#27 Understanding the Child's Viewpoint	14	4.4	8
10.	#23 Isolation in Another Room for a Definite Period of Time	10	3.1	5
11.	#13 Ordering	5	1.6	4
12.	#15 Laughing It Off	5	1.6	3
13.	#22 "Leave The Room Untio You Can Be Pleasant	5	1.6	3
14.	#5 Coaxing	4	1.3	2
15.	#8 Praise	4	1.3	2
16.	#7 Bribery	3	0.9	3
17.	#26 Social Approval or Disapproval	3	0.9	3
18.	#19 Putting in a Chair	2	0.6	2
19.	#21 Deprivation of Food	2	0.6	2
20.	#10 Ridicule	1	0.3	1
21.	#18 Deprivation of Privileges	1	0.3	1
22.	#4 Frightening	0	0.0	0
23.	#11 Appeal to Love	0	0.0	0
24.	#12 Love Threat	0	0.0	0
25.	#14 Appeal to Self-esteem	0	0.0	0
26.	#17 Other Methods of Corporal Punishment	0	0.0	0
27.	#20 Putting to Bed	0	0.0	0
TOTALS		*318	100.0%	-

TABLE 9

Preference of Ten Parents for Methods of Control of Anger  
as Indicated by a Summary of Forms Filled in by the Parents  
Before the Study Was Begun

Methods of Control of Anger in Order of Preference	Frequently	Occasionally	Rarely	Never	*Weighted Preference Rating
1. #2 Reasoning	10	-	-	-	100
2. #25 Removal of Source of Trouble	5	5	-	-	75
3. #14 Appeal to Self-esteem	4	6	-	-	70
4. #3 Praise	5	3	2	-	[ 69
5. #9 Soothing	5	3	2	-	[ 69
6. #24 Diversion of the Child's Attention	4	4	2	-	64
7. #22 "Leave the Room Until You Can Be Pleasant"	4	4	1	1	62
8. #6 Ignoring	3	5	2	-	59
9. #1 Scolding	3	4	2	1	[ 54
10. #5 Coaxing	2	6	2	-	[ 54
11. #26 Social Approval or Disapproval	2	3	3	2	41
12. #3 Threatening Punishment	-	7	2	1	39
13. #13 Ordering	2	3	1	4	[ 37
14. #15 Laughing It Off	2	3	1	4	[ 37
15. #7 Bribery	2	1	5	2	35
16. #18 Deprivation of Privileges	-	5	1	4	27
17. #16 Spanking or Slapping	-	3	5	2	25
18. #23 Isolation in Another Room for a Definite Period of Time	1	2	2	5	24
19. #10 Ridicule	-	3	4	3	23
20. #11 Appeal to Love	-	2	1	7	12
21. #19 Putting in a Chair	-	1	1	8	[ 7
22. #20 Putting to Bed	-	1	1	8	[ 7
23. #17 Other Methods of Corporal Punishment	-	-	1	9	[ 2
24. #21 Deprivation of Food	-	-	1	9	[ 2
25. #4 Frightening	-	-	-	10	[ 0
26. #12 Love Threat	-	-	-	10	[ 0

\* W. P. R. = "Frequently" x 10 + "Occasionally" x 5 + "Rarely" x 2.

and shows the frequency with which each parent estimated his use of individual methods of control of anger behavior. The weighted preference rating shown on Table 9 helps to clarify this data. This preference rating was obtained for each method of control of anger by taking the sum of the following: the number of parents reporting use of the method "Frequently," multiplied by ten; plus the number of parents reporting use "Occasionally," multiplied by five; plus the number of parents reporting use "Rarely," multiplied by two.

A comparison of the order of preference of parents for methods of control of anger reported before the study was begun, and the order of preference indicated on reports made during the period of observation, is shown on Table Number 10. The methods of control are listed in order of decreasing weighted preference ratings, based on summarized estimated frequency of use before the period of study was begun. This places the methods in order of estimated preference from first to last choice. As in Tables 8 and 9, brackets are used to group together methods which are of the same rank in preference. Opposite the list of methods in order of estimated choice before the study was begun, is a list of methods (by number only) in order of preference according to the summarized analysis of the individual data sheets made in Table 8. This places the methods in order of preference from those used most often during the period of study to those used not at all. By following the lines drawn on Table 10 to connect the same methods of control in the two preference lists, it is possible to see how each method which had a certain place in the estimated preference list before the study was begun, was preferred in use during the period of study. For example, method number 25, Removal of source of trouble, held second place in estimated

TABLE 10

A Comparison of the Order of Preference by Parents for Methods of Control of Anger Indicated by a Summary of Forms Filled in by the Parents Before the Study was Begun (Table 8), and the Order of Preference Indicated by Reported Use of Methods of Control of Anger during the Study by the Parents (Table 7).

Order of Preference Before Study Was Begun	Methods of Control of Anger	Lines Connecting Same Methods in the Two Orders of Preference	Order of Preference During Study
1.	#2 Reasoning.....		1.#2
2.	#25 Removal of Source of Trouble.....		2.#6
3.	#14 Appeal to Self-esteem.....		3.#24
4.	#8 Praise.....		4.#1
5.	#9 Soothing.....		5.#3
6.	#24 Diversion of the Child's Attention...		6.#9
7.	#22 "Leave The Room Until You Can Be Pleasant".....		7.#16
8.	#6 Ignoring.....		8.#25
9.	#1 Scolding.....		*9.#27
10.	#5 Coaxing.....		10.#23
11.	#26 Social Approval or Disapproval.....		11.#13
12.	#3 Threatening Punishment.....		12.#15
13.	#13 Ordering.....		13.#22
14.	#15 Laughing It Off.....		14.#5
15.	#7 Bribery.....		15.#8
16.	#18 Deprivation of Privileges.....		16.#7
17.	#16 Spanking or Slapping.....		17.#26
18.	#23 Isolation in Another Room for a Definite Period of Time.....		18.#19
19.	#10 Ridicule.....		19.#21
20.	#11 Appeal to Love.....		20.#10
21.	#19 Putting in a Chair.....		21.#18
22.	#20 Putting to Bed.....		22.#4
23.	#17 Other Methods of Corporal Punishment.		23.#11
24.	#21 Deprivation of Food.....		24.#12
25.	#4 Frightening.....		25.#14
26.	#12 Love Threat.....		26.#17
27.	*		27.#20

\* Method # 27, Understanding the Child's Viewpoint, Added After Study Was Completed.



use before the period of study was begun. It was used less frequently during the actual period of study than seven other methods of control, giving method number 25 eighth place in actual use.

Although the estimated preference of parents for methods of control used prior to the period of study represented performance over a long period of time, while preference shown by parents during the period of study for methods of control of anger represented only a short period of time, the writer felt that a comparison of the methods which parents thought they used with the methods which were actually used during the period of study would be of value in determining the consistency of the parents in using certain methods of control; and also, in determining the consistency of the reports. The preference list as shown in Table 9 and on the left hand side of Table 10 might be considered a list of methods chosen in the order in which parents would like to use them; since methods may seem desirable when considered from a distance, and become more or less desirable when the situation calling for action is at hand. The preference list as shown in Table 8 and on the right hand side of Table 10 might be considered a list of methods chosen in the order in which parents felt compelled to use them during the study. It is interesting to note the consistency with which parents used method number 2, Reasoning, to control anger behavior. Reasoning ranked first in order of preference in both the preliminary reports of methods of control used to cope with anger behavior, and those reports made during the period of study. This might suggest that parents included in this study have been consistent in using the same method over and over for the control of anger behavior, thus permitting the child to feel secure in learning, through uniformity of experience, to adjust himself to



himself and to the world at large. It has been found that children of above-average intelligence respond to methods of control which give them some insight into the "why" of their behavior.<sup>13</sup> The above-average to superior rating of the children included in this study on the two intelligence tests administered by the writer may account in part for the apparently successful use of reasoning in the control of anger behavior as found in this study.

Simple explanations made by parents on the child's own level of understanding as indicated on reports filed during the period of study may account in part for the apparently successful use of reasoning as a method for the control of anger behavior of children included in this study.

Method of control number 6, Ignoring, ranked second in use during the period of study; parents gave it eighth place in preference before observations were begun. Psychologists have observed that many difficulties involving anger behavior in childhood will iron themselves out if only ignored. It has been said that:

".....the principle of disregarding the child's behavior (in anger) except to make him do whatever is necessary to be done, is so fundamental that it needs to be emphasized over and over again ..... to leave him strictly alone is the one adequate way to teach him the uselessness of such a form of behavior."<sup>14</sup>

Six of the methods listed for the control of anger were not used by any one of the recorders during the period of study. They were

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13. Breckenridge, Marian and Vincent, E. Child Development. Philadelphia; W. B. Saunders Co., 1943. p. 434.

14. Blatz, W. E. and Bott, H. Parents and the Pre-School Child. New York, Morrow and Co., 1929. p. 235.

methods number 4, Frightening; number 11, Appeal to Love; number 12, Love Threat; number 14, Appeal to self-esteem; number 17, other methods of corporal punishment (other than spanking or slapping); number 20, Putting to bed. Each of the ten parents who reported methods used for the control of anger before the study was begun said they never used the methods of frightening, and threatening loss of parental love. Eight of these parents said they never put the child to bed to control an outburst of anger. Seven parents denied using the appeal to the child's love for his parents as a way of controlling anger. Five parents said they never used any form of corporal punishment other than spanking or slapping as a method for control of anger behavior. Each of the ten parents who turned in preliminary reports felt that they used appeal to the child's own self esteem from occasionally to frequently as a method of control of anger, but none of them reported using this method during the period of observation.

The diagram on Table 10 clearly illustrated this discrepancy in reported frequency of use of method number 14, Appeal to self-esteem, before and during the period of study. The line extends from third choice in the estimated preference list to the lowest bracket indicating last preference in use during the period of study.

The following methods of control of anger behavior were reported more frequently used during the period of study than parents estimated using them: method number 24, Diversion of the child's attention; method number 6, Ignoring; method number 1, Scolding; method number 3, Threatening punishment; method number 16, Spanking or slapping; method number 23, Isolation in another room for a definite period of time; and method number 8, Praise. Praise was used frequently during the period

of study with Case Study Number 14 to secure his cooperation. His parents had not consciously used this method before the following incident occurred early in the period of study.

"Franz became tense and he looked sullen when I (mother) told him we were going downtown to get his shoes fixed. His father took the anger behavior sheet and told him that since Franz was angry, he was going to try all of the methods of control and see which one worked. That made Franz laugh, but still he would not give in. When his daddy came to method number 8, Praise, and told Franz what a smart boy he usually was, he let us take the shoes." Another incident occurred in the next week during the study of anger behavior. "Franz wanted to wear his winter coat to school instead of his lighter jacket. He seems to find it difficult to adjust to new situations; and since he had been wearing his heavy coat to school, he did not want to change. I (mother) reminded him of the anger sheet and that made him laugh. He asked me to try number 8 (he knows this is Praise). Then he happily put on the jacket."

Case Study Number 11 received twenty-five percent of the total number of spankings administered to control anger behavior of the children included in this study. His mother reported rarely using this method prior to the period of study and explained three spankings which occurred during the first four days of observation in this way:

"Jimmie is spanked for two things. One is lying and the other is leaving his own yard without my knowledge. This week he has wandered away from the immediate vicinity of his own yard on three different occasions. He had previously been warned to expect a spanking when this occurred. He got it."

Scolding, threatening punishment, and isolation seemed to be methods most often used in combination with other attempts to gain control of the anger situation. Parents used these methods more frequently than they reported using them on the preliminary report forms. One parent remarked:

"I have noticed, since we started recording incidents of anger behavior, that my first inclination is to scold Dale for behavior that becomes irritating to me. These reports are,

for the most part, on my own anger behavior rather than Dale's. He never becomes angry unless I do."

Honest reactions, such as this, were noted frequently on reports filed during the period of study of anger behavior.

The writer found in analyzing data on results obtained with the twenty-seven methods of control used during the study that the information reported was not sufficient to permit classification of the methods of control used according to results obtained. The questions regarding results obtained were so worded on the Daily Record of Anger Behavior (See Appendix A-2) that they have significance only in the analysis of each individual anger reaction. Parents included in this study of anger behavior of the preschool child rarely yielded to the child when a really serious issue was raised, but frequent instances were reported where reasonable compromises were made over trivial matters. The recorders indicated on reports filed that they made honest attempts to understand the whole situations as it pertained to the child, and to understand the cause of the anger outburst, before they attempted to discipline the child for his conduct. Only one set of records showed inconsistency in discipline and methods used for the control of anger. Case Study Number 16 clearly illustrated the results of such inconsistencies of treatment in the greater number of anger reactions recorded for him than for the other children; and the writer feels, after visiting in the home, that only a small percentage of these outbursts was recorded. As a rule, however, reports filed indicated that care and thought had been taken in making observations and recording them. The parents included in this study have seemed to view situations involving anger and annoyance with serenity and tolerance, tending to ignore many trivial outbursts which might otherwise become a source of real conflict.

They have adhered to standards set on the child's level of understanding with sufficient consistency to permit the child to learn to adjust to his environment; and through uniformity of experience, to feel secure in his world.

The writer feels that in a future study of the behavior of the preschool child in anger, more adequate provision should be made on the daily report forms to ascertain whether or not the method used was successful in controlling the situation in which anger appeared. A comparison of methods used by the nursery school teacher and the parents would also be of interest in a future study; the writer found that reports collected during this period of study were not sufficient to permit such a comparison.



## CHAPTER X

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS FOR FUTURE STUDY

The purpose of this investigation was to study the behavior of the preschool-age child in anger, the situations in which anger occurred, the nature of the anger reactions, and the methods of control used.

Before attempting to draw conclusions from these observations, it is of importance to note that the study is not a conclusive one stating proven truths. It is an objective study containing interesting data confirming trends previously noted. It is an addition to the sum of useful knowledge available on the subject of anger behavior of the young child, and is so organized as to suggest further lines of study in this field. It is exploratory in nature, covering what developed to be a larger field than could be dealt with conclusively in one graduate school term.

Factors which must be taken into account in attempting to draw conclusions from the data shown in the foregoing chapters include accuracy of reports made by thirteen different observers included in the study; the necessarily limited time involved in the observational period of study; the consistency and continuity of observations made on a volunteer basis. Some of the reports of anger behavior appear to have been done more carefully than others. No claim for complete accuracy of report is offered, but the author feels that in general the observations of anger behavior were carefully made, and the daily records thoughtfully completed.



It was found through observation of the home atmosphere and information gathered on the general history form sheets, that the environment of the children included in the study was conducive to mild behavior. These children were reared in homes of superior culture by parents whose interest in child development and training was sufficiently great to render them willing to devote time and thought to the carrying out of an investigation of this kind. Ratings of the children on the social and emotional development scale indicated generally mild temperaments.

Ratings on the two intelligence tests administered indicated above-average to superior intelligence quotient ratings among the children included in this study. Parents and the nursery school teacher have consistently utilized the child's superior ability to understand the "why" of his behavior by reasoning with him on his own level of understanding in order to gain his cooperation.

According to the information obtained, fewer reactions occurred over weekend periods when the children were at home all day than occurred during the week when twelve of the sixteen children included in the study were in nursery school from nine o'clock in the morning until three o'clock in the afternoon. In disagreement with the latter finding, reports showed that the number of anger reactions which occurred during the nine-day holiday period included in the study was greater than the number reported for any subsequent nine-day period. It would take a more extensive tabulation and a longer period of time to draw a conclusion to these apparently conflicting observations.

Few anger reactions were noted in the nursery school. It may be concluded that one of the reasons for the few outbursts of anger in the

nursery school was the fact that this study was conducted at the end of the school year when the children had become adjusted to routine and procedure. It would be of special interest in a future study of the behavior of the preschool-age child in anger to record observations of behavior of the children enrolled in the nursery school from the first day of entrance into the school throughout the school year. This longer period of observation would be of great value in determining individual and group progress in social and emotional development in the nursery school.

It was found that in general the times of day when anger reactions most often occurred were those periods before breakfast, lunch, and dinner; this substantiates the finding in previous studies made on anger behavior that the greatest number of anger reactions occur during the half hour before meal time. The greatest number of anger outbursts recorded during this study occurred between four and six o'clock in the afternoon. The writer concluded that it was entirely possible that the child might be tired from the afternoon's activities; he might be sleepy as well as hungry; and he might be tense from overstimulation caused by excitement over a party, visitors, or other unusual circumstances.

The majority of the anger reactions reported during this study were of short duration; over one-half were reported of less than two minutes' duration. Durations of time reported were rough estimates however, as a stop watch was not used to note the actual period of time involved in the anger outburst. It would be of interest for one observer to record precise durations of time involved in anger behavior in a controlled situation. For instance, the record of anger behavior of the children during play inside the nursery school room would present fertile

ground for accurate observations and recording of durations of anger outbursts over an extended period of time.

Disputes over possession of toys and over property rights led the activities in which anger occurred among the children included in this study. The greatest number of anger reactions occurred during inside play activity in the home. Almost as many anger reactions occurred during routine procedures carried out by the child as were reported during inside play activities: eating difficulties were paramount in causing anger outbursts; the requirement that the child remain quiet in his bed accounted for many anger reactions, as did difficulties with choices of clothing and with clothing fasteners; and the routine procedures involved in bathing and toileting. Other circumstances which led up to anger behavior included the upsetting of the child's routine; ill health; overstimulation; being faced with an unusual situation which he did not understand; and being tired, hungry, or sleepy. In a future study, provision should be made to obtain information regarding the total amount of time the child was engaged in the various activities in order to obtain a clearer picture of the activities and circumstances which provoked anger reactions.

Preferred methods of control of anger behavior included reasoning, removal of the source of trouble, ignoring, diversion of the child's attention; and in general, methods which indicated the disposition of the teacher and parents included in this study to ascertain the cause of the anger behavior, and use the method of control which best fitted the whole situation as it applied to the whole child. Any future study should make provision for classification of each of the methods used for the control of anger according to results obtained.

Further information regarding the comparison of methods used to control anger behavior by the nursery school teacher and the parents, would be of value in a future study in determining the relative effectiveness of methods used. The present study lacked this essential information. Intelligent guidance by parents was credited as a factor in the seemingly excellent adjustment of these children in the home; group social pressure and impersonal teacher-attitude were credited as factors in the seemingly excellent adjustment of these children in the nursery school.

This study has been objective in its attempts to present scientific facts concerning anger behavior of the preschool child and to point the way toward further divisions of study in this area. After having analyzed reports made by thirteen recorders on over two hundred outbursts of anger of sixteen preschool-age children, the writer feels that a coldly scientific knowledge of the psychology of handling anger reactions is not sufficient to insure optimum results. The intangible feeling of harmony observed in the homes, of loyalty and cooperation, of sympathy and understanding within the family groups, impressed upon the writer the importance of these subtle influences in the attainment of optimum results with methods used to control anger behavior. From comments made by parents, and from observations of the general "feeling tone" in the homes of the children included in this study, the writer concludes that the human and spiritual factors which cannot be measured, but which contribute the foundations for security of the young child in the home, may be of greater importance in the effective control of behavior than the possession of scientific knowledge of the psychology involved.



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**APPENDIX A**

**CASE STUDY BLANKS**

# 1. INSTRUCTIONS FOR KEEPING DAILY RECORD OF ANGER BEHAVIOR

1. Be sure that the child's name is recorded on each sheet.
2. Each day's entry is to be made on a separate sheet. If one sheet is insufficient for the day's record, others may be added and the sheets clipped together. Be sure to date all sheets correctly.
3. Recordings made to date are to be turned in to the nursery school teacher on Monday of each week.
4. Try to record every manifestation of anger, rage, or marked irritation shown by the child at the time of the outburst. Add notes and comments wherever you think they are called for; but keep them as brief and concise as possible.
5. It is desirable to have all records made by the same person as far as this is possible; but in cases where the child is cared for by several persons at different times it may be necessary for a number of persons to participate in the experiment in order to secure a complete report. Be sure that the recorder's name is placed on each record.
6. Under the heading "Methods of Control" record exactly what was done by the person or persons assuming authority at the time; and do not forget to state who this person was. Reference may be made to the list of classified methods. In case the method used does not appear to correspond exactly to any in the list, a sentence or two describing what was done should be written in the appropriate space.
7. Under the heading, "Child's Response," be sure to describe the child's behavior after the immediate outburst has passed. Was he cheerful, sulky, fretful, resentful? Did he continue sobbing?
8. Under, "Comments," record any unusual circumstances which might have caused irritability as (1) a visitor in the home, (2) a birthday party which may have overexcited him, (3) a rainy day or series of rainy days when the child could not be outside, and (4) any other causes of tension.
9. If any day or portion of the day must be omitted during the course of recording the child's anger reactions, please note the time not recorded on the record blanks. Be sure to date all sheets correctly.

## 2. DAILY RECORD OF ANGER BEHAVIOR

OF \_\_\_\_\_

DATE \_\_\_\_\_

INFORMANT \_\_\_\_\_

TIME	IMMEDIATE CAUSE OF PROVOCATION	AS A WAY OF INDICATING WHAT LED UP TO THE OUTBURST, GIVE DETAILS IN RELATION TO FOOD, PLAY, REST, PHYSICAL CONDITION:
Place:	What was the child doing at the time?	
_____ Indoors		
_____ Outdoors		
Home or		
_____	What difficulty arose?	
_____		

Duration of Outburst

METHODS OF CONTROL USED AND BY WHOM?

CHILD'S RESPONSE: Give running account of the Child's behavior during the outburst. Include observations on "after-effects."

## RESULTS:

Did the child get what he wanted?  
 Was a compromise effected?  
 Was the situation left unsettled?

COMMENTS:

## 3. LIST OF METHODS USED FOR THE CONTROL OF ANGER

	<u>Frequently</u>	<u>Occasionally</u>	<u>Rarely</u>	<u>Never</u>
1. Scolding				
2. Reasoning				
3. Threatening punishment				
4. Frightening				
5. Coaxing				
6. Ignoring				
7. Bribery				
8. Praise				
9. Soothing				
10. Ridicule				
11. Appeal to love (Do it because you love me)				
12. Love threat ("Do it or mother won't love you")				
13. Ordering ("Do it because I said so")				
14. Appeal to self-esteem				
15. Laughing it off				
16. Spanking or slapping				
17. Other methods of corporal punishment				
18. Deprivation of privileges				
19. Putting in a chair				
20. Putting to bed				
21. Deprivation of food				

## LIST OF METHODS USED FOR THE CONTROL OF ANGER

	Frequently	Occasionally	Rarely	Never
22. "Leave the room until you can be pleasant"				
23. Isolation in another room for a definite period of time				
24. Diversion of child's attention				
25. Removal of source of trouble				
26. Social approval or disapproval				
27. Other measures used (give description)				





5. The Social and Emotional Development of the Preschool Child  
K. K. B. Bridges 1931 pp. 96-97 Section 111

Anger and Annoyance (2 to 5 years)

The child has not or has, when prevented from satisfying his own desire -

1. Screamed and sobbed \_\_\_\_\_
2. Damaged material \_\_\_\_\_
3. Lain on floor and kicked \_\_\_\_\_
4. Fought and struggled \_\_\_\_\_
5. Shouted abusively \_\_\_\_\_
6. Bitten offending person \_\_\_\_\_
7. Stamped foot \_\_\_\_\_
8. Pouted and drooped lips \_\_\_\_\_
9. Become flushed \_\_\_\_\_
10. Turned pale \_\_\_\_\_

The child has not or has, when required to do something disliked -

11. Screamed and sobbed \_\_\_\_\_
12. Damaged material \_\_\_\_\_
13. Lain on floor and kicked \_\_\_\_\_
14. Fought and struggled \_\_\_\_\_
15. Shouted abusively \_\_\_\_\_
16. Bitten offending person \_\_\_\_\_
17. Stamped foot \_\_\_\_\_
18. Pouted and drooped lips \_\_\_\_\_
19. Become flushed \_\_\_\_\_
20. Turned pale \_\_\_\_\_

The child has not or has

21. Screamed when put alone in room for punishment \_\_\_\_\_
22. Hit others when work interfered with or toys taken \_\_\_\_\_
23. Stamped when worked destroyed by others \_\_\_\_\_
24. Squealed when work interfered with or toys taken \_\_\_\_\_
25. Frowned when work interfered with or toys taken \_\_\_\_\_
26. Hit child who had coveted object \_\_\_\_\_
27. Usually continued to claim desired object after refusal \_\_\_\_\_
28. Knocked down or scattered material in difficult task \_\_\_\_\_
29. Pulled and banged material in difficult task \_\_\_\_\_
30. Tried to destroy material on failure to accomplish task \_\_\_\_\_
31. Destroyed others' work on failure to accomplish own task \_\_\_\_\_
32. Pouted or drooped lips and refused to go on after failure at \_\_\_\_\_  
task \_\_\_\_\_
33. Frowned when reprimanded \_\_\_\_\_
34. Pouted or drooped lips when reprimanded \_\_\_\_\_
35. Engaged in other misdeed after reprimanded \_\_\_\_\_

-2-

36. Tried to revenge offences \_\_\_\_\_  
37. Usually taken more than two minutes to recover from annoyance \_\_\_\_\_  
38. Constantly opposed certain adults \_\_\_\_\_

The child has or has not: ---

39. Looked at once for other objects when refused desired one \_\_\_\_\_  
40. Found other suitable occupation when desired one refused \_\_\_\_\_  
41. Done disliked things without protest \_\_\_\_\_  
42. Let child keep things taken in his absence without protest \_\_\_\_\_  
43. Rebuilt without scolding when work destroyed by others \_\_\_\_\_  
44. Asks interfering child quietly not to touch his work or toys \_\_\_\_\_  
45. Continued without getting hasty with difficult task \_\_\_\_\_










APPENDIX B

TIME OF DAY AND DURATION OF ANGER REACTIONS

## Appendix B.

## Data Sheet:

## Occurrence of Anger Reactions by Time of Day

Time of Day		Total Anger Reactions Reported, by Time of Commencement	Anger Reactions of More Than Fifteen Minutes Duration, by Time of Commencement and Duration		Anger Reactions Continuing from a Previous Fifteen Minute Period	Total Anger Reactions Occurring During Period
Hour	15 Min. Period		Description	Graphic Representation		
6	1	1				1
	2	0				0
	3	2				2
	4	0				0
7	1	2				2
	2	2				2
	3	3				3
	4	5				5
8	1	17				17
	2	1				1
	3	1				1
	4	1				1
9	1	6				6
	2	8				8
	3	2				2
	4	0				0
10	1	13	4 - 10:00 to 12:00		0	13
	2	4	1 - 10:00 to 11:15		5	9
	3	6			5	11
	4	1			5	6
11	1	9	2 - 11:00 to 12:00		5	14
	2	7			6	13
	3	1			6	7
	4	1			6	7
12	1	8				8
	2	0				0
	3	2				2
	4	0				0
1	1	7	1 - 1:00 to 1:30		0	7
	2	0			1	1
	3	3			0	3
	4	0			0	0
2						

## Appendix B. (Concluded)

Time of Day		Total Anger Reactions Reported, by Time of Commencement	Anger Reactions of More Than Fifteen Minutes Duration, by Time of Commencement and Duration		Anger Reactions Continuing from a Previous Fifteen Minute Period	Total Anger Reactions Occurring During Period
Hour	15 Min. Period		Description	Graphic Representation		
2	1	0				0
	2	1				1
	3	2				2
	4	1				1
3	1	7	1 - 3:00 to 3:30		0	7
	2	0			1	1
	3	7			0	7
	4	0			0	0
4	1	19	1 - 4:00 to 4:30		0	19
	2	4			1	5
	3	7			0	7
	4	0			0	0
5	1	10	1 - 5:00 to 5:20		0	10
	2	0			1	1
	3	7	1 - 5:30 to 6:00		0	7
	4	0			1	1
6	1	16	1 - 6:00 to 6:30		0	16
	2	0			1	1
	3	4			0	4
	4	1			0	1
7	1	6				6
	2	0				0
	3	0				0
	4	0				0
8	1	8	1 - 8:00 to 9:00		0	8
	2	0	1 - 8:00 to 8:45		2	2
	3	1			2	3
	4	0			1	1
9						

**APPENDIX C**

**SAMPLE WORKSHEET**



Tommy ~~March 20 - 31; April 1 - 2~~

Date Time Place Duration Method Immediate Cause

3-20-47	12:30p.	I. H.	1min.	M-13, #6	Waiting to be taken
3-21-47	12:00 Noon	I. H.	thru' dinner $\frac{1}{2}$ hr	M-5, #2, 27	Wanted to play with during meal
3-22-47	8:00p.	I. H.	1min.	F 5, 3, 16, 6	in bed - wanted to
3-23-29-47	none				
3-29-47	8:00p	I. H.	1min	M-6	Time to go to sleep another 5 tones -
3-30-47	8:00p	I. H.	10min.	M-3, 16	In bed making
3-31-47	7:00p	I. H.	5min.	M-6, 27	Supposed to take a were fighting over
4-1-47	12:00 noon	I. H.	5min.	M-21	At table ready for
4-2-47	none				
4-3-47	6:00p	I. H.	thru' dinner 30 min	M-5, 3	Refused dinner - too hungry because he previously -
4-4-47	none				
4-5-47	9:00A	I. H.	1min.	M-25	Making a puzzle
4-6-47	up night 8:00	I. H.	every 20 min. at night.	M-9, 3, 5 F. 23	Tommy could not
4-7-47	5:30p	I. H.	beginning dinner $\frac{1}{2}$ hr	M-3	Supposed to eat -
4-8-47	1:00p	I. H.	2min	M-6	In bed - would not be
4-9-47	Am 10:00	I. H.	thru' morning 2 hrs	M-24	At home after taking Had been used to pl during vacation.

Tommy ~~March 20 - 31~~

March 20 - 31; April 1 - 2

Date Time Place Duration Method Immediate Cause

3-20-47	12:30 p.	I. H.	1 min.	M-13, #6	Waiting to be taken
3-21-47	12:00 Noon	I. H.	thru' dinner $\frac{1}{2}$ hr	M-5, #21, 27	Wanted to play with during meal
3-22-47	8:00 p.	I. H.	1 min.	F-5, 3, 16, 6	in bed - wanted to
3-23-29-47	none				
3-29-47	8:00 p	I. H.	1 min	M-6	Time to go to sleep another 5 Tony -
3-30-47	8:00 p	I. H.	10 min.	M-3, 16	In bed making
3-31-47	7:00 p	I. H.	5 min.	M-6, 27	Supposed to take a were fighting over
4-1-47	12:00 noon	I. H.	5 min.	M-21	At table ready for
4-2-47	none				
4-3-47	6:00 p	I. H.	thru' dinner 30 min	M-5, 3	Refused dinner - too hungry because he previously -
4-4-47	none				
4-5-47	9:00 A	I. H.	1 min.	M-25	Making a puzzle
4-6-47	all night 8:00	I. H.	every 20 min. at night.	M-9, 3, 5 F-23	Tommy could not
4-7-47	5:30 p	I. H.	Supper dinner $\frac{1}{2}$ hr	M-3	Supposed to eat - I
4-8-47	1:00 p	I. H.	2 min	M-6	In bed - would not be go
4-9-47	Am 10:00	I. H.	thru' morning 2 hr	M-24	At home after taking Had been used to pl during vacation.

April 1 - 25, 1947 (37 days) Informant: Mother  
Cause Provocation What Difficulty Arose?

to be taken to bed.

to play with toys at table  
meal time.

wanted light on - + books

go to sleep. Tommy wanted  
to play -  
making noises.

to take a bath. He - Frank  
telling over who was to be taken out of the tub second.

ready for dinner.

dinner - Mother knew he was  
because he had asked for cookies  
long.

puzzle.

could not sleep.

to eat - Did not want to.

did not be quiet.

after taking Frank to school.  
used to playing with Frank  
vacation.

wanted to use Frank's soap which  
had a picture on it.  
Mother reminded him he was  
supposed to eat now, not play.

Light was turned out -

Mother said no - left.

Mother threatened punishment  
if he didn't stop - Tommy kept on

Did not want his cocoa. Said  
he did not feel like eating.

Tommy refused to eat.

Frank wanted it.

Woke up crying at intervals  
through several hours. Mother  
could only get him to sleep  
when he was too tired to  
cry. Then he would wake  
again from excitement +  
cry again.

Mother felt he must eat some-  
thing since he had not eaten  
well for 2 meals.

Mother spanked.

Did not like to play by  
himself.



Mother

No Anger Reaction ~~THH~~ ~~THH~~ III

se ? Child's Reaction - "after effects" What led

soap which  
he was  
not play.

Cried when mother said "no".  
Then apparently forgot about it.  
Tommy threatened "I won't eat."  
Had his plate removed. Asked for  
it again - was allowed to keep one  
small toy with him.  
Tommy cried - finally settled down  
& slept.

"Might  
at the

Tommy cried; then went to sleep.

was no

himself  
kept on.

Mother spanked - Tommy cried -  
then was quiet.

over the  
not a

d.  
a. Said  
ing -

Slapping & fighting. Mother settled  
him by reminding him that he had  
been bad the day before.  
Mother removed plate. Tommy  
cried afterwards - said he was so  
hungry - had to wait for supper. Then  
Mother coaxed - Tommy asked her to  
feed him, & finally ate slowly.

"Tommy  
angry

"Mild  
him

intervals  
as. Mother  
to sleep  
to  
take  
h +

They began fighting. Mother put  
puzzle away.  
Mother soothed, threatened,  
coaxed, to no avail. Father  
put him on couch in living room  
under light until he had stopped  
crying - then asked Tommy to  
promise not to cry any more.  
Tommy waked up twice after that,  
but he was reminded of his promise  
& stopped crying at once.  
Tommy was stubborn - Mother  
told him he could not have  
dessert - he finally ate slowly.

"Had a  
at a ch  
not re  
after

at some-  
eaten

Tommy was angry about the spanking.  
Cried - then settled down & went to sleep.  
Was angry several times during  
morning - Mother let him help her  
with the cooking which satisfied  
him part of the time.

Was over  
nite. Had  
meals. I  
not sleep  
felt she

Missed  
broth

Case Study Number 14

Long	What led up to Outburst? Results	Comments
------	----------------------------------	----------

might have felt neglected at the time - mother 1-No

~~2-yes~~

2-yes

1-No

has not sleep y-

overtried

1-No

not tried -

1-No

1-yes

Tommy wants to make me angry by refusing food. - mother 1-No

Maybe I was rushing him a little - mother

2-yes

3-yes

had an exciting day. Was a children's party & did not rest properly in the afternoon. -

2-yes - ?

May have been dreaming! - Overstimulated - difficult to relax after such an exciting day - mae

overtried from sleepless. Had not eaten well for 2 days. If he is hungry, he does not sleep well - therefore mother had to force food on him.

1-No

1-No

missed companionship of brother

2-yes

# Tommy (cont'd)<sup>2</sup>

Date	Time	Place	Duration	Method	Immediate Cause
4-10-47	10:00 A	D. Doctor's Office	10 min.	M-9, 15	Waiting in front of d
4-11-47	none				
4-12-47	7:15 A	I. H.	5 min.	M-6, 25	Waking up. Called
4-13-47	6:45 p	I. H.	3 min.	M-24	Frank & Tommy play
4-14-47	none				
4-15-47	5:30 p	I. H.	"Shortly" v	M-24	Supposed to drink m
4-16-47	10:00 Am	I. H.	off on all morning	M-24	Tommy was not eating himself. Demanded
4-17-47	12:00 N	I. H.	During dinner 1 1/2 hr	M-1, 24	Did not want
4-18-47	none				
4-19-47	none				
4-20-47	12:00 N	I. H.	During meal 1 1/2 hr	M-6	Eating dinner. Me
4-21-47	12:00 N	I. H.	1/2 hr.	M-9	Had come home from was tired. Started to asked mother to help
4-22-47	12:00 N	I. H.	1/2 hr.	M-24	Playing with blocks a few minutes before Have to stop for d
4-23-47	none				
4-24-47	7:30 A	I. H.	"Shortly"	M-27	Ready for break f
4-25-47	10-12 am	I. H.	off on all 10-12 A	M-1, 16, 24	Did not want to come home from tab



# Cause Provocation What Difficulty Arose

out of doctor's office -

Did not want to go in.

Called to mother to come.  
of playing with blocks.

Mother answered that she was busy  
Frank accused Tommy of messing up  
what he had built.

with milk - was playing with it.

Mother reminded him to behave.

not enjoying playing by  
demanded attention -  
want his dinner.

Did not want to eat. Demanded  
attention -  
Mother scolded.

is. Mother offered milk.

Tommy wanted "water cocoa".

from shopping with mother.  
wanted to take toys out &  
to help him fix them.  
blocks. Mother warned him  
before that he would soon  
for dinner.

Mother told him not to take the  
toys out.

Mother called to dinner. Tommy  
did not want to come.

reale food.

Mother gave him his cocoa out of  
new glass.

want to play alone. Had  
on taking Frank to school.

stood around asking what  
to do - Mother spanked.

ose? Child's Reaction - "after effect" What

Laid on floor. Mother had to pick him up. Cried. Said he was going to "break the doctor up". Mother carried him in & he soon quieted.

Tommy cried. Mother went in & he stopped.

Both started throwing blocks, & fussing. Mother suggested they put toys away & they on their new summer clothes. They did.

Tommy refused to behave. Threatened that he would not drink milk. Mother reminded him of his birthday party & he responded. Mother tried diversion but Tommy not happy all day. Tommy fussed. Finally ate when mother showed him some pictures.

Refused milk. Finally drank a little but refused rest.

Tommy cried. Took out first one toy then another - "was more pleasant when I finally read a book to him." Finally came - Mother had to read him a story & feed him.

Tommy refused to drink it & asked for his old glass. He got it. Tommy cried - Mother feels that he appreciates suggestions more if they are given after she is cross. Finish than if she uses them to begin with.

# "What led up to Outburst? Results Comments

id. Needed a general check-up. 1-2s "When Tommy  
Was partly afraid. sees his  
brother  
sparked, it  
Sometimes  
helps him  
to get over  
his own  
anger."  
Mother

d. Still half asleep. Got waked up 1-yes  
by noise -  
fresh before bed time. 3-yes

that 2 yes  
included  
not

"Was tired"

3-yes

2-yes

"Was very pleasant on his birthday. Had a lot to do."

3-yes

but tried from shopping. 3-yes

long "As long as his mind is occupied 2-yes  
with something that interests him  
very much he eats well when I  
feed him, otherwise he does not."

ked 1-yes

ay if "not used to playing alone. 3-yes  
Waits for his brother all  
the time."

Tommy  
seems to  
need  
some  
friends  
of his  
own  
to play  
with.